

An Extraordinary Place to Learn

We know that good educational experiences can change a child's life. 4-H combines an imaginative, motivational learning environment with outstanding curriculum. We must use our scholarship and practice in the field of experiential learning to revolutionize the ways youth build confidence and master critical life skills in all 4-H activities.

Since the 4-H curriculum is so broad, the Programs of Excellence in this area are subdivided into major content areas in the sections that follow.

Citizenship and Civic Education

Illinois

4-H Legislative Ambassador Program

Situation:

Democracy needs the on-going involvement of active citizens, engaging youth in changing a piece of the public world, discovering the possibilities of democratic citizenship, and building a commitment to taking action in new and exciting ways to shape the nation's future. Citizenship and civic education have been a part of the 4-H program since its inception 100 years ago. In addition to helping youth build life skills in citizenship and civic education, the 4-H Legislative Ambassador Program educates Illinois lawmakers about 4-H and University of Illinois Extension. Although it is not a major objective of the program, it is important to recognize the value of orchestrated, year-round, one-on-one discussions among 4-H youth, leaders, alumni, and other supporters with local, state, and national lawmakers. Such discussions lead to a better understanding of 4-H program impacts, needs, goals, and objectives on the part of legislators, and youth learn how they can work within the legislative system to make differences in their communities.

Program Description:

The Illinois 4-H Legislative Ambassador Program provides thousands of Illinois youth with an opportunity to connect with state government officials on a year-round basis to learn first-hand more about the legislative process. The 4-H Ambassador teams are organized by legislative, senatorial, and congressional districts. Adult volunteers help facilitate the teams' activities. The Ambassadors develop a plan to meet regularly with lawmakers to discuss issues of critical concern to youth and to serve as valued resources to state government officials. During the meetings, 4-H youth report on the impact of 4-H in their legislative districts and the state.

Each year, the Ambassadors host 4-H Legislative Connection at the State Capitol. Last spring, more than 2,500 youth and their families traveled to Springfield to meet with lawmakers and present an annual report on the state of 4-H. More than 800 Superior Award winning 4-H exhibits from the Illinois State Fair lined the Capitol hallways. When the 4-H youth were not busy hosting the 4-H project exhibition, they were involved in educational tours, workshops, and one-on-one meetings with legislators. Highlights of the day's agenda were two mid-day rallies to salute 4-H in the Capitol Rotunda. These action-packed celebrations included a 4-H pep band, cheerleaders, pom-poms, etc. Several 4-H youth were interviewed on stage along with 4-H volunteer leader representatives and 36 state legislators who are 4-H alumni. Bipartisan House and Senate leadership introduced the 4-H Ambassadors in the House of Representatives and Senate Chambers and presented them with framed proclamations citing the merits of Illinois 4-H. This one-day program serves as an excellent, highly visible learning opportunity for 4-H youth.

Stakeholder Satisfaction:

The 4-H Legislative Ambassador program has received high praise from lawmakers, educators, parents, and 4-H youth alike. Keys to the success of this effort include the involvement of youth in key leadership roles, the support of the University of Illinois Extension staff, and the help of 4-H volunteers, parents, and the media. Illinois 4-H enjoys strong legislative support for this effort. Unsolicited letters were received from 47 legislators expressing appreciation for the opportunity to meet one-on-one with 4-H constituents and learn more about 4-H and Extension. The University of Illinois Extension Partners reported that the success of this program is a key to continued support for Extension. Unsolicited letters of praise for the program were received from educators and school administrators throughout the state.

Accomplishments and Impacts:

The success of 4-H Legislative Connection IV was evaluated via a paper/pencil survey instrument. Significant in the findings was that 91% of those in attendance rated this event excellent or very good. The six educational features were rated 92%, 88%, 86%, 83%, 78%, 75% excellent or very good. In addition, 87% of the participants responded that they "increased their knowledge of the legislative process." While the purpose of this effort was purely educational, it is a fact that Extension-friendly legislation was passed by the Illinois legislature within weeks of 4-H Legislative Connections III and IV. Several parents wrote to praise the event. One parent stated that attending this event significantly changed the lives of her three children – that they were no longer involved with negative influences that resulted in poor grades, low school attendance, and criminal activity. The parent attributed the dramatically improved grades, school attendance, high motivation, goal setting, and positive outlook to the inspiration that they received at 4-H Legislative Connection. There are currently 3,788 Illinois 4-H youth involved in the 4-H Legislative Ambassador Program, with the numbers increasing monthly.

Resource Commitment:

Illinois 4-H received a \$5,000 award from Attorney General Jim Ryan to support this program. University of Illinois Extension Administration supported the program in addition to funds

provided through the State 4-H Office. Some participant registration fees were provided from local 4-H/Extension funds.

Collaborators:

In facilitating this effort, Illinois 4-H worked closely with staffs from the Governor's Office, Executive Mansion, Lieutenant Governor, Secretary of State, Treasurer, Comptroller, and several key legislators. Personnel from the legislative offices of the Department of Agriculture, University of Illinois, Illinois Farm Bureau, and key legislative consultants provided advice and counsel. Members of the Illinois Association of Farm Broadcasters embraced the program and gave visibility to the 4-H youth participants. The Springfield Visitors Bureau assisted with the coordination of the educational tours. Outstanding high school government educators joined with legislative consultants to coordinate and teach the educational workshops. University of Illinois Extension Unit staff statewide helped facilitate the event.

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Pennsylvania

Polish/American 4-H Exchange

Situation:

Over a two-year period (2000-2001), a teen exchange occurred between Poland and Pennsylvania. Eight teens from Warren and Crawford counties traveled to southeast Poland to teach leadership and teamwork skills, citizenship responsibilities, and 4-H program development. In 2001, fifteen Polish teens traveled within Pennsylvania for a three-week educational program.

Program Description:

The objectives of the exchange were to:

- ! understand how government decisions affect individuals and families – "what happens globally affects citizens locally";
- ! teach leadership, teamwork, and citizenship skills to develop the youth program and improve communities;
- ! learn how to promote 4-H and study specific subject matter;
- ! learn more about Polish and American cultures.

Stakeholder Satisfaction:

The Cooperative Extension educator's time commitment was 45 days per year. In year 2000, about 25 Polish teens and 3 volunteers participated in the Poland program. There were 8 American teens who participated in the 3-week experience. In year 2001, nearly 200 Americans

were involved in the 3-week program. More than 30 host families in Lancaster, Crawford, Armstrong, and Warren counties and 100 other youth in these counties participated, in addition to 60 Warren County day campers and 20 northwest 4-H campers from an 8-county area.

The year 2001 Polish 4-H project theme was “saving our environment through recycling and other citizens’ actions.” The extension educator provided daily programming in the areas of recycling, forestry and natural resources, health and nutrition, and practicing good citizenship.

Accomplishments and Impacts:

American teens’ evaluation comments from the first part of international exchange showed that it:

- ! helped American and Polish teens to make decisions on their career plans — examples included seeing international agricultural and educational opportunities;
- ! aided understanding of the importance of freedom to make decisions that affect lives and communities;
- ! helped teens learn that preparing presentations is an important part of learning information and self development;
- ! revealed that Polish families are very strong and supportive to individual needs and that their church is a focal point of their life.

Polish teens’ comments from the second part of the exchange:

- ! noted the importance of learning languages for good communications in business, government, and families;
- ! recognized that recycling is a volunteer program to help improve our environment, along with government assistance;
- ! noted that Americans eat high-fat foods and large servings, resulting in health problems affecting society;
- ! said that water quality is the responsibility of each person as well as governments to save this and other natural resources;
- ! noted that forest protection is necessary for economic reasons and quality of life around the world;
- ! said that learning to promote 4-H environmental projects and leadership activities to other youth will prepare the future generation for decisions on good environment and provide competent government leaders;
- ! valued practicing Ambassadors’ promotional techniques learned through attending a 3-day conference about promoting 4-H;
- ! noted that developing a camping program is a method to teach appreciation and responsibility to our environment.

Resource Commitment:

In 2000 more than \$15,000 was raised through local foundations, civic groups, businesses, local professional associations, fundraisers related to Polish heritage (dinners, dances, etc.), PSU

endowment, Warren County 4-H Development Council, and individual donations sought by participating families.

In 2001 more than \$7,000 was raised through Penn State College of Agricultural Sciences International Office, PSU endowment, PA Association of Extension 4-H Agents, business and professional associations, Crawford and Warren counties' 4-H councils, local foundations, statewide business, Polish Falcons of America, individual donations, etc.

Collaborations:

Many volunteers were involved in fundraising efforts. In the second part of the exchange, volunteers and agents from Lancaster, Armstrong, Crawford, and Warren counties assisted in hosting and program preparation related to the environment. In each county many volunteers provided direct assistance (transportation, food, homes, etc.), as well as making programming contacts. The 4-H club leaders also organized special 4-H programs.

Many businesses in the four counties provided "in kind" services such as translator professional's teaching time (recycling business tours, PA Bureau of Forestry, Allegheny National Forest, rope and water safety instructors, city guides, etc.)

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Pennsylvania

**Focus on Citizenship:
Local, County, State, and National Governments**

Situation:

In order for youth to be active citizens today and in the future, they should understand the operations of local, county, state, and national governments. This multi-year program exposes youth in three rural Pennsylvania counties to the workings of the various levels of government.

Program Description:

The local and county program is designed for youth aged 12 and older; the state program is for 13 and older; and the national program is for 14 years of age and up. Program objectives are to increase the awareness of rights and duties of a citizen, share the functions of government agencies, expose youth to their governmental heritage, teach about the various forms of government, and expose the youth to career opportunities, including the education needed and cost of living restraints of some positions. The program emphasis rotates during a three-year cycle on local and county government, state government, and national government.

These Pennsylvania rural counties have many townships and boroughs with small government structures. For the local/county program, youth from the three counties come together for one session and then hold separate county government days in each county. Youth have an opportunity to meet borough and township officials and county commissioners. They also learn how small local governments work.

The state government program involves an educational trip to Harrisburg for visits at state representative offices, the state museum, the capitol building, and the visitors center. Youth then board a train to Lancaster for a different look at Pennsylvania history. Afterward they take a bus to Philadelphia to visit the Liberty Bell, Independence Hall, Valley Forge, the art museum, and Longwood Gardens. The trip to Philadelphia shows the important role that Pennsylvania played in the formation of our national government.

The federal portion is broken into two parts. The first part involves an overview of federal government and its three branches. Youth are asked to choose a hot topic of legislative importance to discuss. Last time the chosen topic was increasing the minimum wage. During the first workshop, youth discuss the issue and are given role assignments as senators, representatives, lobbyists, business representatives, special interest representatives, etc. They return home to research their role and come back for a second workshop ready to discuss the issue, based on their assigned role. During the second session, youth meet in committee sessions, attend lobbyist meetings, go to hearing sessions, and eventually develop a bill that must pass through the House and Senate before being sent to the President. The second part of the program involves a three-day trip to Washington, DC, to visit with legislative aides, visit historic monuments, visit the Smithsonian, visit Arlington National Cemetery, and experience a ride on the Metro.

Stakeholder Satisfaction:

Youth FTE used 12 days of planned time to conduct this program. Youth are able to attend all or some of the sessions and do not have to attend in any particular order. Government officials at all levels devote time to the program to offer a quality educational experience. Many home-schooled youth attend the program as a part of satisfying educational requirements on government. Prior knowledge is tested. PowerPoint presentations of factual information are given. Discussion, trivia games on knowledge of government, actual tours of government offices, and role plays support the educational program. This program proves to be excellent because the youth actually meet government officials and have the opportunity to ask questions.

Accomplishments/Impacts:

In the local/county program, 91 percent of youth were able to identify county heritage, three responsibilities of citizenship and five career opportunities. Sixty-seven percent were able to list the functions of a county office. In the state program, youths are asked to look at a bill and evaluate its impact on their local communities. There is a pre/post test on the federal government.

Resource Commitment:

This program was funded by the county 4-H program development committee. In the past, the program has also been supported by Pennsylvania Department of Agriculture grants, and civic groups like the Democratic and Republican parties.

Collaborators:

4-H & youth agent, community development agent, county commissioners, department heads of each county office, judge, prison warden, sheriff, legislative aides, and other government officials on all levels.

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Other Base Program Areas This Program Applies to:

Community Resources & Economic Development, Leadership & Volunteer Development

Connecticut

4-H Citizenship Action Team

Program Description:

Youth team members set out to create legislation that would override local zoning regulations and enable 4-H'ers and FFA members to have supervised livestock education projects on their own property of one acre or more.

Stakeholder Satisfaction:

The Citizenship Action Team created legislation to override local zoning regulations and allow 4-H'ers and FFA members to have supervised educational livestock projects on their own property. Along with meeting at the state Legislative Office Building many times, the Citizenship Action Team participated in workshops covering public speaking, persuasive writing, and interacting with legislators. Members of the Citizenship Action Team testified to the State Planning and Development Committee and met with state legislators to make them aware of the importance of the bill for youth development.

Accomplishments and Impacts:

As a result of the program, the level of 4-H awareness among state legislators has increased and the 4-H'ers have a real understanding of how government works. Member of the team have expressed how empowered they felt by making their voices heard in state government, and some also expressed an interest in pursuing a career in public policy.

Resource Commitment:

No funds were generated.

Collaborators:

This program started as a club project and generated interest from 4-H'ers all over Connecticut. The 4-H'ers collaborated with state legislators, FFA members and the Connecticut Farm Bureau.

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Other Base Program Areas This Program Applies to:

Community Resources & Economic Development, Agriculture, Leadership & Volunteer Development

Colorado

International Four-H Youth Exchange (IFYE)**Situation:**

Since its founding in 1948, The International Four-H Youth Exchange (IFYE) program has helped thousands of young people from across the United States, Africa, Asia, Europe, Latin America, and the South Pacific learn about life in other lands. Programs vary from country to country, with some emphasizing an agricultural work experience, volunteering at an adult training center, or working with a local youth development program similar to 4-H. Colorado first participated in IFYE in 1951.

Program Description:

The IFYE Representative program is an in-depth learning experience in which 4-H alumni and other young adults live with host families in other countries to increase global awareness, develop independent study interests and improve their leadership and communication skills. Two delegates are sent abroad each year as IFYE representatives; in turn, Colorado families act as hosts for delegates from other countries. In general, two IFYEs from other countries visit Colorado for each outgoing Colorado IFYE. When Colorado IFYE representatives return, they visit Colorado counties and share their experiences with local audiences. IFYEs give multi-media presentations about their experiences abroad. These presentations, given in communities around the state, are popular programs for 4-H, schools and community gatherings. A printed Country Guide supports the presentations and is aligned with the Colorado Department of Education Model Content Standards for Civics and Geography.

Stakeholder Satisfaction:

Returning Colorado IFYE Representatives reach audiences of youth and adults that have ranged in numbers from 8,500 to 23,000 per year.

2000 - 2001 IFYEs

Time Period	Presentations	Colorado Counties	Total Audience
January – May, 2001	241	36	13,775

IFYEs report that the opportunity to share their experiences with Colorado residents is as important and rewarding as the international experience itself. Colorado families who host returning IFYEs say that their family members gain a new international awareness through the eyes of the IFYE whom they are hosting. A 2001 inbound IFYE from India recently experienced county fair and exclaims he is so excited with the experience that he wants to learn 4-H projects and philosophy so that he can take the knowledge to India and share it with young people as a 4-H leader.

Accomplishments and Impacts:

Youth who have attended IFYE presentations have expressed their interest in the world through the Global Citizenship project. IFYEs state that young people in the audience often express that they have been made aware of countries and customs they had not been familiar with. Many report that members of the audience are as interested in and accepting of cultural similarities as they are in the differences. Both adult and youth audiences often report a new awareness of the wide scope of the 4-H program. IFYEs distribute brochures describing the 4-H program and associated project areas.

Resource Commitment:

The Colorado 4-H Youth Fund, Inc. raises \$15,825 annually to fund this program. One staff member in the State Office is assigned .90 FTE to coordinate IFYE and other International 4-H Programs.

Collaborators:

County offices

School Enrichment Specialist

Public and private schools

Service organizations

Media – radio, television, newspapers

Other youth development organizations; i.e., Boy Scouts, Girl Scouts, Campfire

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Citizenship Saline County

Situation:

A growing trend of youth becoming activity, participating, team players with adults on committees, coalitions, and planning boards prompted the idea of preparing youth to become effective valuable participants through greater understanding of themselves, their family and their community.

Program Description:

Citizenship Saline County was created through grassroots efforts of the 4-H Program Development committee and enthusiastic adult volunteer leaders who wanted the 4-H members to have a chance to learn citizenship skills through opportunities that were age appropriate and met their development needs as growing, maturing youth people. Therefore, the Citizenship Saline County program targeted three major 4-H age groups: 7-9 year olds; 10-13 year olds; and 14-19 year olds to emphasize age appropriate activities. The objectives of the program included: 1) Youth will set goals, work toward them, assess their progress, and achieve their goals while participating in citizenship learning experience; 2) Youth participants will learn skills to improve self-esteem; 3) 4-H members will gain skills of relating with diverse cultures; and 4) Youth participants through youth service projects will gain respect for the community and it's people. The program was designed as a two year project. The first year requirements included two classroom sessions such as manners and etiquette, leadership training, or state government, an individual service project of their choice, and a notebook. Then during the second year the "graduates" came together in their appropriate age groups to plan a trip which was to include at least one service learning activity. The trips were designated local 7-9 year olds; intrastate 10-13; and interstate 14-19. The long-term affect of allowing youth to plan and organize for themselves was to encourage ownership of their program and become active participating members in their clubs, on committees, and members of 4-H Council.

Stakeholder Satisfaction:

The agent's commitment was .1 FTE's while the program collected over 200 volunteer hours from program coordinators and instructors. Classroom experiences were offered ten times throughout the year which included manners and etiquette, a visit with a state representative, leadership training, local emergency facilities, etc. Classroom sessions were geared to the appropriate age level for maximum learning. Furthermore, each participant designed and completed their own individual project which related to their own interest such as pulling books for the shut-ins, applying for a service dog, recycling items into treasures or horse therapeutic riding. The 4-H members found the community had opportunities available in their chosen interest. Furthermore, during the second year 4-H participants worked as teams planning their trips as active members sharing ideas and making arrangements rather than being observers and recipients.

Accomplishments and Impacts:

The benefits are numerous...first 4-H offered 4-H members an opportunity to make decisions through planning and organizing. The opportunity to have direct input is an important element in youth development which in many situations has not been the practiced norm and in turn has led to 4-H teen dropouts. This particular program has given these 4-Hers that opportunity to learn by doing, to develop organizational skills, leadership skills, to learn to work together and see a project through completion. This group of young people will also be enhancing their knowledge of the United States, will develop their citizenship knowledge and will be helping others through the various historic, political and service learning activities planned for this trip. Furthermore, the long-term affect of allowing youth to plan and organize for themselves is they take ownership of their program and become active participating members in their clubs, on committees, and members of their 4-H Council.

The 4-H members learned to work together even when opinions were different.

Resource Commitment:

Financial funding of \$1,800 for two trips intrastate and interstate was provided by the Saline County 4-H Development Fund. In-kind resources such as meeting room or speakers were provided by Salina Parks and Recreation, Salina Fire Department, Rolling Hills Refuge, and K-State Research and Extension.

Collaborators:

A joint effort for the success of Citizenship Saline County has been the cooperation of the partners involved. In addition to the 4-H Program Development committee and 4-H volunteers, the Saline County Director has been instrumental in providing computer and transportation for the program. Local sponsors comprised of Saline County Commissioners, Salina Fire Department, the Salina Downtown Lions, 4-H Council and many more. Rock Springs 4-H Center also contributed by allowing the youth to complete a service learning project on the camp grounds. Furthermore, during the interstate trip, the Monroe County, IN assisted by hosting 4-H members, providing an community service project which both Saline County and Monroe County youth participated, and the Bloomington, IN Boys and Girls club who graciously allowed the 4-H member to share camp crafts.

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4-H Adventures on Wheels

Situation:

Calvert County, Maryland is within 65 miles of many educational and cultural activities and opportunities in the Baltimore/Washington D.C. area. Unfortunately due to family work schedules and transportation, often many youth do not get an opportunity to participate in these activities. In Calvert County, 62% of the population commutes outside the county to work limiting the time families can spend together and limiting opportunities for experiencing area sites. Adventures on Wheels gives youth opportunities to see cultural and educational activities in the nearby cities and within our own county.

Program Description:

The program is one week (5 days) of field trips to various locations throughout the Baltimore/Washington D.C. metro area and Calvert County. The target audience is youth ages 8-12 years of age. Youth are from small town/rural areas in Calvert County. Most youth have two parents employed outside the home. The expected benefits from the program include exposing youth to a variety of cultural and educational opportunities and activities in the area and helping youth develop social competencies when traveling and participating in a group. Three days of the week the group travels to Baltimore or Washington D.C. and other days of the week the group travels to local places. Both educational sites such as museums and tours and participative activities such as bowling and miniature golf are included during the week. This year's itinerary included a trip to the National Zoo to see the famous new zoo inhabitants Mei Xiang and Tian Tian, the pandas; a tour of the U.S. Naval Academy including viewing the recent freshmen plebes in formation; and a hands-on visit to the Baltimore Museum of Industry to learn about the seafood canning industry.

Stakeholder Satisfaction:

The Extension Educator, Camp Director and 2-3 other staff accompany 30 youth ages 8-12 on field trip adventures each day. Camp is held for one week in July and one week in August with each camp having different trips because about 25% of the youth attend both camps. Activities are planned to balance education and fun for all participants. Youth meet at the Extension office each morning, board a hired Calvert County school bus for the day trip and then return to the Extension office in the afternoon. Time is allowed in the morning and afternoon to discuss the day's adventures, answer questions and further explore the day's events. Parents and campers complete camp surveys at the end of the week. Every youth has their favorite field trip and of this year's campers, 100% stated they would like to return to camp next year. 100% of parent surveys also indicated positive experiences for their youth. One parent commented regarding her youth's camp experience, "These fun learning experiences would be very useful academically and through his life."

Accomplishments and Impacts:

Adventures on Wheels has been a program in Calvert County since 1994. More than 500 campers have been served with over 33% of this year's campers returning for their second, third and fourth years of camp. The success of this camp can be seen in the longevity of the program and the many youth returning year after year.

Resource Commitment:

The Calvert County Government donates \$2000 for transportation costs for the two weeks of camp which helps to keep camp fees at a minimum. Camp scholarships are provided by funds from the Calvert County Extension Advisory Council and this year from the Calvert County River Rats 4-H Club.

Collaborators:

Collaborators for this program include Calvert County Cooperative Extension, the Calvert County Government, Calvert County 4-H, Patuxent River 4-H Camp, and Calvert County Schools Transportation Contractor.

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Missouri

4-H'ers Making a Difference Through Service

Program Description:

For over 80 years 4-Hers have repeated the 4-H pledge which includes: "I pledge my hands to larger service." While always taken seriously, this vow to service has taken on new meaning in the late 1990's through a series of national events. America's leaders have embraced the service movement. George Bush started the Corporation for National Service and a Thousand Points of Light Foundation; Bill Clinton launched Americorps; and in 1997 Presidents Clinton, Bush, Ford and Carter met in Philadelphia for the Presidents' Summit on America's Future. The summit identified five goals to improve the lives of young people, the fifth being "opportunities to serve."

This renewed emphasis to service along with 4-H's national ad campaign, Are You Into It", caused Missouri 4-H Youth Development to become re-energized in its commitment to service in communities. In the fall of 1997 Missouri 4-H began a systematic effort to annually collect information on service activities provided by all local 4-H clubs in the state.

Stakeholder Satisfaction:

Annually each 4-H club selects service projects based on community need, tradition and the ability of the club members to complete the project. The Youth Service Contributions to their Community log is voluntarily completed by clubs throughout the year recording the number of young people and adults involved in service as well as the types of service provided by the club members and their families.

The FTE's committed to this project are minimal. 4-H staff periodically remind clubs to complete the log and then send the submitted forms to the State 4-H office for compilation. Approximately .15 FTE is required for compiling the data and writing the yearly report.

Accomplishments and Impacts:

The majority of projects appear to have a direct-service orientation consisting of face-to-face interaction between the youth and those who benefit. Other activities have an indirect-service aspect where young people support those performing direct service by collecting canned goods for food drives, collecting winter coats or fund-raising. The types of service projects within these two categories are as varied as the number of clubs reporting with a primary emphasis on community improvement (40%), helping those in need (29%), and helping the elderly (20%){three year average}.

The results of three years of data collection indicate that 4-H clubs throughout Missouri participate in an average of 5 service projects annually and that the service projects are considered a family activity. The information indicates that service is completed by all ages from Clover Kids to adults.

The Service to Community log asks two open-ended questions. The answers are consistent from year to year.

1. What are your reasons for doing these projects/activities?

To help young people understand the importance of giving back something to the community; learning to help other people in need and to create an awareness in the community that youth do are and more specifically, 4-H'ers care and want to help.

2. What do you see as the benefits for youth and for communities from these activities?

To develop a sense of responsibility in young people to their community; create a sense of pride in the youth for a job well done and showing youth they can be contributing community members.

Resource Commitment:

No external funds are generated in this project.

Collaborators:

The collaborators vary from club-to-club depending on the service project and the type of assistance needed to complete the project.

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Other base program areas this program applies to:

Leadership & Volunteer Development

Communications and Expressive Arts

Minnesota

Youth Against Prejudice

Situation:

The Minnesota 4-H Communication Arts program offers opportunities to enhance communications skills, while fostering positive action and understanding of young people in all racial, religious, and ethnic groups that make up our society. Contestants address issues relating to the overall theme of “Youth Against Prejudice” in four categories: public speaking, creative writing, interpretive reading, and photojournalism. Participants spend the weekend prior to the state contest with Jewish host families in the Minneapolis/St. Paul area. They participate in a weekend of Jewish and multi-cultural programming, including a Jewish Sabbath meal with host families, synagogue services, Yiddish storytelling, and Israeli dancing. Senior level winners receive all-expense paid trips to Israel. In 2001, winners were awarded trips to the Czech Republic and Hungary.

Through participation, young people learn a process that enables them to combine their beliefs and attitudes with information to publicly interact with others. They experience the opportunity to inform, persuade, or state their values about matters that are important to them, especially with regard to diversity and pluralism in a democratic society. They understand their strengths and weaknesses while improving their communication skills.

Program Description:

The Communication Arts program occurs all over the state, including both urban and rural audiences. Fourteen multi-county events were held, with participants from first grade through high school. Additionally, county events are held promoting the improvement of speaking and writing skills. Youth do not need to be 4-H club members to participate in the program.

Topics for 2001 were:

1. What has been your experience of living with prejudice (or that of someone you have interviewed/researched)? How did you deal with the feelings created by this experience? What did you do or not do to change your own or other people’s perspective or thinking?
2. How can a lack of understanding by individuals, communities, or nations lead to prejudices and/or a violation of rights? How can today’s youth influence a movement in society toward the acceptance of diversity to reduce/overcome fear and violence? (Theme from National 4-H Conference, 2000)
3. How does a lack of understanding and an abundance of prejudice among Palestinians and Israelis impact the Middle East peace process? What can be learned from this example? As the

world moves to a more global perspective (economically and in other ways) and our communities become more diverse, how can we welcome and encourage this diversity in our own communities? Cite some positive examples of how this is happening in your own community. What have you done in school, and with family, friends, neighbors, etc.?

Stakeholder Satisfaction:

With events at the local, county, multi-county, and state level, more than 1,000 youth participate in the Communication Arts program. Eighty-one youth participated in the state level event in 2001. This is the 18th year of the program, held in cooperation with the Jewish Community Relations Council and including trips to Israel or Europe for state winners.

Accomplishments and Impacts:

With programs that started at the county level, nearly 1,000 youth learned about issues of bigotry, racism, and discrimination. They gained new friends in the process of learning about overcoming ignorance and achieving tolerance. The program also helps to shatter the image some might hold that 4-H is about cooking, cows, and country kids. Prejudice is prevalent everywhere and cuts across rural and urban boundaries.

Quotes:

Jewish rabbi – “They (the teens) were incredible. We talked about everything from Jewish history and the Torah to the kosher laws. I was very impressed by their interest and questions.”

JCRC representative – “These are kids who stepped beyond themselves to learn about other communities and about understanding tolerance and what happens when there is prejudice or intolerance.”

State winner – “I’ve learned a lot and my views have changed a lot. There is still a lot of discrimination and prejudice out there.”

State winner – “It is a really great experience to learn about different people, faiths, and traditions.”

State winner (regarding trip to Israel) – “How did this trip affect me? ...it changed my life. ...New situations serve to widen the mind, providing a larger base on which an individual can build the infrastructure of his or her life. That’s change for the better.”

Resource Commitment:

External funds contributed for this project were obtained by the Jewish Community Relations Council. Two endowments have been established to support the cost of six all-expense paid trips to Israel, and this year to Europe. The trip is valued at \$2,500-\$3,000 per person. In previous years, financial support was also obtained from Subway Restaurants and media support from WFTC-TV FOX 29. Extension supports the state coordinator’s part-time position and the efforts of the county Extension Educators around the state.

Collaborators:

This event is co-sponsored by the Center for 4-H Youth Development, University of Minnesota Extension Service, and the Jewish Community Relations Council of Minnesota and the Dakotas.

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South Dakota

4-H Performing Arts

Program Description:

The South Dakota 4-H Performing Arts Troupe program is one of excellence for youth. Not many programs like this exist in the nation. The program was developed 18 years ago and continues with the leadership of a state youth development/4-H specialist.

The South Dakota 4-H Performing Arts Troupe program is open to all South Dakota youth, rural and urban, ages 13 to 19 years old. Through the program, youth develop skills in communication, expression, interaction, decision-making, planning and organization, and problem solving. They understand themselves better and experience diversity.

The South Dakota 4-H Performing Arts program involves the experiential learning model:

1. Experience learning the activity from professionals, rehearse, and perform.
2. Share the results with their peers, parents, and community.
3. Process the information by reflecting on the life skills they have learned and gained.
4. Connect the experiences to real-world examples.
5. Apply what was learned to similar or different situations and practice the skills.

Learning to feel comfortable on stage with others encourages youth to develop self-confidence for public speaking presentations, along with giving them communication skills in a variety of different situations. The South Dakota 4-H Performing Arts program prepares youth for the “real-world.” By seeing, doing, reflecting, and applying, youth get the most out of the learning experiences to benefit them for life.

Stakeholder Satisfaction:

The South Dakota Cooperative Extension Service invests approximately 10% FTE for this program, with the additional professional staff being salaried by two funding sources. The youth in this program are allowed to gain opportunities that they may not otherwise experience. The variety of experiences found in the South Dakota 4-H Performing Arts program focus on differences, cultural awareness, and specialization and give youth a valuable learning experience.

Accomplishments and Impacts:

The pre-registered youth gather in June for a week-long in-depth camp. The professional directors, gleaned from the local schools and from the state universities, and parent volunteers write the script, design the stage set, sew costumes and gather props, and cast each year's production. Each entity comes together to make "the show go on." Professionals who like to work with youth, parent volunteers who have a vested interest in their own youth, and funding from two groups who want to provide a positive learning experience for the youth — all experience the opportunity to showcase youth, their talents, and development of life skills.

Quotes from the youth, a parent, and a director:

- “You gain stage presence, learning how to get up in front of people and act natural.” Katie Walker, age 16, from Roslyn.
- “I can't go many other places and sing and dance on stage. You get a chance to use your talents. It's a really great experience.” Pei Yen, age 15, from Brookings.
- “It seems like school music programs are receiving budget cuts every year. It's just so much fun. We work a lot, but it's all worth it in the end.” Kristina Hohm, age 15, from Mitchell.
- “I couldn't wait until I turned 13 so I could do this. We do lots of singing and dancing. I was a little nervous, but I just took control of myself and did it.” Sarah Jerke, age 13, from Aberdeen.
- “I think it's a great opportunity for kids to get up and show their talents. It takes a certain amount of something to get up and sing and dance in front of their peers, their parents, and their community. It is a great confidence-builder for teens.” Nancy Klungseth – mother of Holly Klungseth, age 13, from Aberdeen.
- “This program brings understanding, admiration, and confidence to the youth who participate,” stated Roger McCafferty from Aberdeen, one of the directors. “This truly is making the youth better able to cope with stress and making decisions, better able to feel good about themselves and others, better able to work with each other and adults, and better able to give voluntarily understanding and appreciating their community.”

Resource Commitment:

First, the resource commitment is possible because of the youth and their families wanting to be involved in the educational program and willing to pay a \$150 registration fee for a 7-day camp to learn and perform the show for the South Dakota State Fair audiences.

Second, the program receives about \$15,000 from the South Dakota State Fair Commission to

help with the expenses of the professional staff, salaries, stage, set construction and transportation, sound and lights, music, costumes, props, and makeup, and printing of the programs.

Third, the South Dakota 4-H Foundation provides the dollars generated through the youths' registration fees and designated donors or about \$20,000 each year, depending on the number of youth involved in the program. The Foundation's funding provides for the camp expenses such as professional salaries, lodging and food, rental of the facilities on a state university campus, the performance T-shirts and caps designed with the program logo, and additional state fair expenses such as photographs.

Collaborators:

The youth and their families, county Extension educators, South Dakota 4-H Foundation designated donors, and South Dakota State Fair Commission and their management.

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Massachusetts

4-H Visual Presentation Program

Situation:

Public speaking is perceived as very stressful to many people. Teaching children how to review a topic and then, present the information in a very logical, creative and confident manner is one of the most valuable life skills a person can learn. Our statewide 4-H Visual Presentation Program has been extremely successful in helping children achieve this life-long skill. An extensive evaluation of this program has shown that children have increased their confidence, comfort and ability in public speaking.

Program Description:

The goal of this program is to encourage youth to develop communication skills and promote confidence in public speaking. The program is conducted in every county with regional trainings for youth, adult volunteers, and teen & adult volunteer judges held throughout the winter months. Competitive events at the club, local, and county level are scheduled by mid-March of each year. Successful participants are then invited to a statewide event in April.

Stakeholder Satisfaction:

The FTE commitment to this project is minimal. A total of 7 professional staff and two volunteers work together on a state committee to organize and conduct the state event. The team meets about five times a year and combined with other staff involvement at county & regional trainings and programs, we would estimate the FTE commitment to be .4.

Participant and stakeholder satisfaction is high with the state program attracting between 260 to 300 participants each year. Approximately 50 % of these individuals are repeat participants.

Accomplishments and Impacts:

In 1999, an extensive evaluation of the 4-H Visual Presentation Program was conducted with data collected from two distinct sources: first time program participants between the ages of 9 to 13 and parents of youth who participated in the Visual Presentation Program at the state level.

60 first time youth participants were presented with a questionnaire related to statements about public speaking, social skills and communication skills. Several months later, after they had completed their first visual presentation, these youth were mailed a second questionnaire with identical statements. 28 of the youth (41%) responded to the second questionnaire. Responses by these youth demonstrated several measurable effects which included:

- ** A modest increase (from 77% to 80%) was reported in the degree to which youth felt confident in their public speaking ability.
- ** A more substantial increase (from 80% to 87%) was reported in how comfortable the youth would feel in making an oral presentation at school.
- ** The youth also reported a substantial increase (from 73% to 79%) in their general level of organization when it comes to school work.

52 parents of youth attending the state visual presentation program responded to the survey that focused on how participation in this program impacted their children. Data provided by these parents reflect an overwhelmingly positive appraisal of the effects upon their children of participating in this program.

Data results showed that:

- ** 98% of the parents “agreed” or “strongly agreed” that as a result of the program, their child was a more confident public speaker.
- ** 91% of the parents believed their children were more confident in general.
- ** 76% thought the program would help their child succeed in college.
- ** 93% believed that their child’s participation in this program would help their child throughout his/her career.

Resource Commitment:

When the State Visual Presentation program originated in 1972, funding came through program-based funding. Today the event is almost entirely supported through ear-marked funds from a donor to the Massachusetts 4-H Foundation whose children had very positive experiences participating in this program!

Collaborators:

Contributors to this program include: the Massachusetts 4-H Foundation (program funding & marketing), the Massachusetts 4-H All Stars (who serve as hosts/hostesses at the state event) and the Nashoba Regional High School and Bedford Middle School (host sites for the state program).

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Other base program areas this program applies to:

Leadership and Volunteer Development

Consumer and Family Science

Georgia

4-H Cotton Boll and Consumer Jamboree Contest

Situation:

Today's children and teenagers have more money to spend, more financial responsibilities, and more influence on family purchases than did youth in the past. Children and teens directly influence the spending behavior of their parents. Teenagers have a tremendous amount of influence on family purchases such as foods, audio equipment, computers, other electronics, clothes, etc. Childhood is a time when much consumer learning takes place. Attention should be given to educating youth to be more effective consumers, since experiences during childhood influence adult consumer behavior. Youth are targeted by advertisers and marketers and typically do not engage in comparison shopping. A challenge exists to increase the knowledge, skills, and abilities of young consumers.

Program Description:

Georgia 4-H conducts a yearly competition based on decision-making skills called Cotton Boll and Consumer Jamboree. Using hypothetical situations, Cotton Boll and Consumer Jamboree teaches 4-H'ers how to evaluate goods, services, and clothing items to meet the needs and wants of different consumers. County Extension staff and/or volunteers train 4-H'ers using consumer education lesson plans, Cotton Boll and Consumer Jamboree Judging manuals, and a subject matter training packet developed by Extension specialists. Six area contests are held throughout the state. Contest participants judge four different classes of items with each class containing four brands or styles of the same good, service, or clothing item. They give oral reasons on one class telling why they ranked the items the way they did. Participants also present a 2-minute speech on any aspect of cotton or a 30-second cotton commercial, according to their age group. The top three Junior and Senior teams at each area contest receive cotton prizes such as backpacks, attachés, or duffel bags. The top two Senior teams from each area contest advance to the state competition. The State winning team is awarded saving bonds for each of the team members.

Stakeholder Satisfaction:

The contest is developed by one 4-H/Youth specialist, one 4-H/Youth educational program specialist and a Family and Consumer Science program assistant. In addition, a professor in the College of Family and Consumer Sciences has her students develop item descriptions and judging scenarios as part of her class curriculum. These are used to help develop the classes for the contest, as well as for judging event training workshops for county 4-H faculty.

With 983 participants in 2000, Cotton Boll and Consumer Jamboree has the highest participation of any 4-H educational judging event in Georgia. Post-contest evaluations indicate that

participants and their leaders feel that the contest is educational and worthwhile.

Accomplishments and Impacts:

An impact survey conducted at the contests yielded the following results (a total of 602 4-H'ers completed the impact survey):

- ! 62% reported that their county had six or more training sessions to prepare 4-H'ers for the event.
- ! 40% attended 4-5 sessions in their county..
- ! 64% indicated they practiced and mock judged in their training workshops.
- ! When asked what they would change about their trainings, 36% indicated they needed more practice.
- ! 50% indicated they knew something about cotton as a fiber prior to the contest.
- ! 74% indicated the most important things they learned about cotton were cotton history and uses of cotton..
- ! 74% also indicated they would use this knowledge about cotton in the future.
- ! 90% of the 4-H'es indicated they had purchased some of the items judged in the contest; therefore, the contest is very relevant to youth.
- ! 72% responded that they would benefit in the future from what they learned through this contest.
- ! 58% indicated that consumer skills were the most important thing they learned through this event.

Resource Commitment:

The Georgia Cotton Commission serves as the donor for the judging contest and contributes \$5,000.00 yearly. This pays for savings bonds, development of classes, purchase of judging items, prizes for the participants, etc.

Collaborators:

Collaborators include the Georgia Cotton Commission, the University of Georgia College of Agricultural and Environmental Sciences, the University of Georgia Family and Consumer Science Department, Extension Family and Consumer Sciences Department, and Extension 4-H /Youth Department.

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New Mexico

“SEW” Much Fun for 4-H Youth, Leaders, and Agents

Situation:

Four-H sewing projects build life skills — decision making, motor skills, hand-eye coordination, budgeting, measuring, and evaluation. Youth may establish small businesses in alteration, clothing construction, quilting, or home décor. Was the current program developing those skills?

Participation data from county programs, district fashion revues, and state fashion revue indicated a gradual decrease in youth participating in sewing projects. A 55% decrease in trained sewing project leaders from 10 years ago was also noted. Recent turnover in Extension agents shows new agents have completed fewer clothing construction classes in their university Family and Consumer Science programs. With more than 50% of women in the workforce, fewer mothers have the time to devote to mentoring their 4-H youth in sewing skills.

Program Description:

New Mexico is a rural state with one large city and several cities with populations of 50,000 or less. Many youth live on ranches or reservations or in areas with small populations. Although cities are growing, rural areas are declining in population. Many families need basic skills in sewing, baking, meal planning, and child care, due to isolation and low-income status. Youth also need to develop workforce skills and money-saving behaviors. Extension home economists, a consumer specialist, and 4-H leaders were asked for input concerning revitalization of 4-H sewing projects at organized state meetings and informal meetings in counties. The consensus was that 4-H sewing was a viable program, but new projects and training were needed. The anticipated outcomes included an increased interest in 4-H sewing programs, new and appealing sewing projects, completion of sewing projects by “new” seamstresses, increased enrollment in 4-H sewing, and a body of trained adults who could assist youth with sewing projects.

Seven 2-day, hands-on Sewing Camps were held throughout the state, at sites with varying populations, sewing enrollments, and ethnic diversity. A new, entry-level 4-H sewing project was written by two specialists with input from the State 4-H Curriculum Committee. Training for the new project was given at the Leaders’ Forum in November 2000. An exhibit of completed items was developed for the 4-H agent in-service in March 2001. A workshop showcasing the New Mexico sewing curriculum and camps was presented at the Western 4-H Leaders’ Forum in Sheridan, Wyoming.

Stakeholder Satisfaction:

The commitment from New Mexico State University was .25 FTE from the 4-H/Youth Development specialist and .25 FTE from the Extension Home Economics consumer specialist. The pair wrote the *Sewing 1: Sew Much Fun* project from the ground up, using a variety of simple projects, colorful illustrations, games, self-evaluation forms, and leader helps. The format of the Sewing Camps was developmentally appropriate for novice and junior youth with fairly short sessions, high interest projects, frequent snacks, and outdoor breaks. For every three youth, an

adult/teen mentor was requested. Counties furnished the camp facility and lunches/snacks. State 4-H supplied the camp presenters, some sewing machines, travel expenses, and per diem. Each youth or a donor paid a \$10 fee, which covered the supplies for four complete projects as well as sewing machine needles, camp packets, irons, and ironing boards.

Accomplishments and Impacts:

Sewing Camps were completed in eight counties – seven by the specialists, one by an agent trained previously with assistance from a local agent. Seventy-eight youth completed the camps, with 70% being new seamstresses.

Twenty percent were community youth; the other 80% were 4-H members. Forty-eight new teen leaders, adult volunteers, and agents were trained in basic sewing techniques and developed skills to encourage youth in sewing endeavors.

In one county 52 additional fair exhibits were generated from the Sewing Camp. In another camp, 6 of the 21 youth enrolled in Sewing 1 after attending Sewing Camp because “they like sewing and wanted to do more.” Two camps are already scheduled for 2002 in “new” counties.

The new Sewing 1 project was used statewide in 2001 with many positive comments as to the ease of use, many illustrations, the hole-punched format which allowed the youth to finish activities and return them to the notebook, the games and activities, the wide array of projects to make, and the helpfulness of evaluation sheets. Home school families are using the Sewing 1 curriculum. Two other states requested the curriculum for their states after seeing the items and the project book. Montana implemented *Sew Much Fun* this summer to encourage hands-on sewing.

Resource Commitment:

Four new sewing machines were purchased with college funds; another was donated by the Home Economics Department. A total of \$300 was generated from the purchase of 4-H fabric in New Mexico, while \$1,200 was given in honor of the clothing specialist’s retirement to assist in funding camps and encouraging individual youth and counties. Two counties/tribal agencies paid tuition for their youth. Snacks and meals were provided by EFNEP programs and Summer Feeding Sites.

Collaborators:

Ag Communications at NMSU and State 4-H Office were instrumental in publishing the new Sewing 1 project. County Extension staff were coordinators at the county level.

Contact Person:

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Other Base Program Areas This Program Applies to:

Community Resources & Economic Development, Leadership & Volunteer Development, Family Development & Resource Management

Georgia

Kids in the Kitchen**Situation:**

Morgan County, Georgia, has been assessed as having one of the greatest percentages of deaths due to heart disease and heart-related illnesses (48%) of all 159 counties in Georgia. In two neighboring counties, the percentages were also high: 30% in Putnam County and 21.2% in Greene County. In addition, according to a survey administered by local physicians and the local county health departments, there has been a recent sharp increase in the percentage of youth diagnosed with Type II diabetes in the three-county cluster.

Program Description:

These two factors together led the Morgan County Cooperative Extension Service 4-H Program, in conjunction with the University of Georgia Family Nutrition Program, to create a summer program for 4-H youth called Kids in the Kitchen. The program was included as part of a series of 17 programs designed to address the youth development needs of 4-H members in all three counties during the summer months. The purpose of Kids in the Kitchen was to address heart health, cancer prevention, and obesity prevention through the preparation of healthy meals and snacks. Youth were instructed in the proper handling of foods, safe food preparation techniques, and age-appropriate nutrition.

Because the three counties have high percentages of families that are either single parent households or dual income households, many young people in families in these three counties are classified as “latch-key,” especially during the school year. For that reason, one additional focus of Kids in the Kitchen was to ensure that these meals and snacks were foods that could be prepared safely by youth of ages 9-14. This age range coincided with the Cloverleaf and Junior 4-H members classification in Georgia 4-H, so the program was open to those two groups of 4-H youth in the three counties.

Stakeholder Satisfaction:

During the summer of 2000, the Kids in the Kitchen series was taught to groups of 4-H members in all three counties. In Morgan County, 10 4-H members participated in the 6-hour class; in Greene County, 4 members participated; and in Putnam County, 6 members participated. About

one-third of the youth continued in their nutrition education by becoming involved in 4-H project work in foods-related project areas.

During the summer of 2001, the series was repeated, with one new aspect. All three counties were invited to participate in the training at Morgan County High School in the Family and Consumer Science Laboratory Kitchen. This allowed for the expansion of the program and for the utilization of more appropriate teaching resources, the most critical of which was increased space. Morgan County 4-H was able to send 12 participants in 2001; Greene County 4-H was able to send 11; and Putnam County 4-H was able to send 9. The Kids in the Kitchen series was designed and implemented by Julie Copelan, Educational Program Specialist with the University of Georgia Family Nutrition Program, and Carolyn Ainslie, County Extension Agent, Family and Consumer Science, Morgan County. In addition to the efforts of Copelan and Ainslie, each county had a full-time County Extension 4-H program assistant and/or a County Extension agent-4-H & Youth that furthered delivery of the program. Teen leaders, drawn from experienced Junior and Senior 4-H members (ages 14-18) in the three counties, also helped with management and administration of the Kids in the Kitchen series.

Accomplishments and Impacts:

An evaluation was designed to test knowledge gained by 4-H members in the areas of heart health, cancer prevention, and general nutrition. In an 11-question pre-test/post-test administered to the 32 participants from all three counties in 2001, the mean score of correct answers increased 40% between the pre-test and the post-test administration. As the program was a new initiative in 2000, there were no measurable, quantitative assessments made that year.

Julie Copelan, instructor for Kids in the Kitchen, noted that several of the 4-H members who participated in the workshops exhibited knowledge retention at several other functions conducted as a part of the 2001 Morgan County 4-H Summer Program. "In fact," said Copelan, "a sixth grade 4-H'er was describing the nutritional components of my picnic lunch, according to the Food Guide Pyramid, at the Summer 4-H Fun Olympics. It was nice to see that type of learning."

Jeff Christie, the County Extension 4-H Agent in Morgan County, remarked, "It certainly is rewarding to watch young people engage in learning that is not only fun, but will be put into practice and lead these young people to healthier and more productive lifestyles."

Collaborators:

University of Georgia College of Family and Consumer Sciences, Family Nutrition Program
Morgan County Family Connection, Putnam County Family Connection, Georgia Egg Commission, and Morgan County High School Vocational Department: Family and Consumer Science Unit.

Contact Person:

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Other Base Program Areas This Program Applies to:

Nutrition, Diet, & Health

Maine

Mini-Society Entrepreneurship Training

Situation:

Nearly 67% of high school students across the country and in Maine identified owning a business as a goal after graduation, according to National research (HSFPP) and in line with observations in Maine. Virtually none of these youth participated in entrepreneurial education opportunities during their school years. The New England Cooperative Extension Taskforce on Workforce Preparation recognized that states were requiring students to acquire competencies in entrepreneurship and economics. The Task Force targeted 8- to 12-year-olds and selected Mini-Society™ as the program material to use.

Program Description:

Mini-Society is an experienced-based approach to teaching children entrepreneurship concepts and preparation for the “real world” within the context of a child’s world. Mini Society:

1. Provides children with opportunities to experience entrepreneurship;
2. Teaches entrepreneurship concepts in the context of their experiences; and
3. Integrates entrepreneurship study with other subjects/skills such as social studies, mathematics, problem solving, and critical thinking.

Children create their own society, identify market opportunities, and create businesses. Leaders in Mini-Society interact largely through “debriefings” to discuss concepts. Students’ learning is internalized because they have an experiential context in which to relate to it.

Stakeholder Satisfaction:

The ultimate audience, the youth themselves, are very positive about this program and in turn drive teachers and staff to continue. Staff who have gone through the 3-day training are very

enthusiastic. They have returned for follow-up sessions and plan to continue to implement Mini-Society after their first program.

Accomplishments and Impacts:

A total of 55 people completed the 3-day trainings, which resulted in more than 20 completed/planned implementations. In many cases teams of participants worked together to introduce the program. More than 300 youth have participated across the 6 states, and more than 95% have started their own business in Mini-Society. Nearly all (98%) have participated in the management of their society. Youth have participated in a number of venues — in school and after school programs, camps, and home schooling.

Resource Commitment:

Funding for this program comes from the Kauffman Foundation, the six New England Cooperative Extension systems, and individual implementation sites.

Collaboration:

Connecticut Cooperative Extension Service, Maine Cooperative Extension, Massachusetts Cooperative Extension Service, New Hampshire Cooperative Extension Service, Rhode Island Cooperative Extension Service, Vermont Cooperative Extension Service, Ewing M. Kauffman Foundation.

Contact Persons:

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Other Base Program Areas This Program Applies to:

Community Resources & Economic Development

Maine

High School Financial Planning Program

Situation

Teens spend billions of dollars annually with money derived from jobs, gifts, and allowances. According to national research from the National Endowment for Financial Education, and in line with informal assessments in Maine, many do not know how to construct effective money management plans. High School classroom teachers are being asked to teach lifelong skills, including money management.

Program Description

The High School Financial Planning Program (HSFPP) aims to help high school students become more familiar with managing money and therefore to follow practices that help them meet their goals. Using six primary units, each student goes through the basics of money management. Additional topics covered include values and communications. Each student completes personal goals and spending records and reviews loan applications. A shortened version has been offered at GIRLS TALK, a skill-building conference for young high school women.

Stakeholder Satisfaction

Teachers who are required to offer these "consumer" and lifelong skills are very pleased with the materials and the training. Some who attend short, introductory sessions then request a classroom presence or a training session.

Accomplishments and Impacts

National research on the High School Financial Planning Program (HSFPP) several years ago reaffirmed the results experienced in Maine - teachers were very positive - 99% planned to implement the High School Financial Planning Program (HSFPP) after training and 75% of the students identified ways to manage their resources more effectively. Via a short personal assets portfolio, students complete these programs with money management information and lifelong skills. Over 700 students participated in the High School Financial Planning Program (HSFPP) across Maine, representing some 30 high schools.

Resource Commitment

UMaine Cooperative Extension supports about .20 FTE to carry out this program across the state. The National Endowment for Financial Education provides Train the Trainer Training and program material.

Collaboration

UMaine Cooperative Extension, National Endowment for Financial Education

Contact Person

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Other base program areas this program applies to

Family Development and Resource Management

Environmental Education and Earth Sciences

Georgia

4-H Outdoor Laboratories for School Field Study Trips

Situation:

Program Description:

The Georgia 4-H Environmental Education Program is a statewide educational program conducted at four of Georgia's 4-H Centers. The purpose of the program is to utilize the outdoors as a dynamic living laboratory for school field study trips to augment in-school curriculum.

Stakeholder Satisfaction:

The 4-H Environmental Education Program in Georgia is recognized as both a state and national education model. At least 12 other state Extension Services have utilized the Georgia program as a model. The curriculum is correlated with the Georgia State Department of Education quality core curriculum. Each class taught in the program is coded with the specific curriculum match per grade level. The program participants are also on academic tasks 8-10 hours a day and are considered at school, but in a different location. Therefore, they are not counted absent from school. The program operates during the school year, during the week.

Since its inception in 1979 at Rock Eagle 4-H Center, the program has enjoyed tremendous growth both in quality of programming and in participation. Today, it is the nation's largest resident environmental education program, annually serving more than 500 schools. The return rate for schools is approximately 94%. In addition, several Georgia schools as well as schools from 6 other southeastern states have participated in the program each of the 20 years the program has been in existence.

Accomplishments and Impacts:

In school year 2000-01, a pre/post test instrument was designed to determine the academic effectiveness of the program as it relates to content knowledge gained by the participants. These tests were given at each of the centers where the program operates. The questions were mostly multiple choice, with some essay questions. The pre-test was administered before the school participated in the program and the post test was administered by the teachers on their return to the school.

The statewide average gain of knowledge from program participation was between 40 and 45%. This represents greater knowledge retention after instruction than most traditional classroom instruction nationwide.

In addition, because the Environmental Education Program is hands-on and experiential in nature, it helps to shape the lives and career choices of the students participating in the program. Recently, a Cobb County middle school teacher reported that one of his students decided to become a marine biologist after participating in the program at the Tybee 4-H Center. “This student was previously a C and D student, and after the trip he brought his grades up to A’s and B’s. I’ve never seen any program change lives and have such a positive influence on student performance and life choices as the Environmental Education Program.”

Resource Commitment:

The Environmental Education Program is a self-supporting program, generating revenue from user fees. With the advent and development of the statewide program, more than \$2 million has been contributed to the program through grants and donations from a wide variety of donors, from individuals to corporations and foundations. A \$200,000 challenge grant was awarded for the development of the Natural History Museum at Rock Eagle 4-H Center. As a result, the program continues to expand educational resources provided to visiting schools, including plans to construct an Ecology/Wildlife Building and new pond labs at Rock Eagle and to develop a Marine Museum near the Jekyll Island 4-H Center (Tidelands Nature Center — now open to the public and school groups).

Collaborators:

Collaborations with other agencies include but are not limited to the Georgia State Department of Education, public and private schools throughout Georgia and the Southeast, Partners For Excellence in Education, many units of the University of Georgia, the Georgia Department of Natural Resources, and the Jekyll Island Authority.

Contact:

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Other Base Program Areas This Program Applies to:

Natural Resources & Environmental Management, Leadership & Volunteer Development, Community Resources & Economic Development

Pennsylvania

4-H Community Service Projects Benefit the Environment

Situation:

Due to the recent increase of urban sprawl on coastal wetlands, traditional nesting sites of the Eastern diamondback terrapin have been severely threatened. Perhaps a few terrapins will be saved, however, as a result of the efforts of the Ambler 4-H Reptile Club, located in Montgomery County, PA. Urban sprawl is also impacting other natural populations, and the club has worked to educate the community about these populations as well.

After visiting the New Jersey Wetlands Institute, the Ambler 4-H Club members became passionate about saving the terrapins. Terrapins were laying their eggs on the highway, only to have them crushed by cars on their way to the Jersey shore. Club members began the task of researching how to save the terrapins. At the Institute they handled, fed, and weighed the terrapins, cleaned their tanks, and replenished the brackish water. They also picked up squashed pregnant females from the road, harvested the viable eggs, and placed them into incubators. They handled newly-hatched baby terrapins and released adult female terrapins into the salt marsh as part of their “raise and release” program. Their research also led them to the Philadelphia Zoo, as well as to the small urban Elmwood Park Zoo in Norristown. Their efforts resulted in a permanent zoo exhibit, aptly named “Turtle Turf.”

Program Description:

The 4-H Club members’ age range is 8-18. The group is led by a professional biologist, an avid environmentalist and one of six 4-H leaders from across the country to be named a “National Wildlife 4-H Volunteer of the Year.” Parents of club members also provide much volunteer time.

The Elmwood Park Zoo project began with 4-H members researching pond design, devising a fencing system, and exploring ideal habitat conditions for a healthy turtle population. Members as well as their parents spent countless hours clearing debris, digging a perimeter trench, hauling and installing eight tons of crushed stone, digging and lining a pond, and washing and hauling rocks for landscaping. Club members also constructed an otter raft, two turtle rafts, and a turtle nesting box before transferring several donated turtles to the exhibit. The exhibit was installed in an unused portion of the aviary exhibit that the Ambler Club had also helped to create. In addition, the club members helped develop Elmwood Park’s butterfly exhibits. The club was asked to help construct a children’s exhibit called “How Far Can You Jump?” as part of the zoo’s new “Conservation Kingdom.” The animals in this project are huge painted plywood models, ranging in size from a salmon to a jaguar, which are color-coded to specific lengths on an accompanying 24-foot ruler. The idea is for visitors to take a flying leap and measure the distance from start to finish. Ambler 4-H Club members have also worked on other environmental projects, including building birdhouses and setting them up at various locations, setting up a snake and lizard habitat at Robbins Park Nature Center in Ambler, and making meals for the homeless.

Stakeholder Satisfaction:

The 4-H Agent has acted as the facilitator and resource person for the Ambler 4-H Club. Assistance with grant writing was offered and the group received financial support as a result of those grant requests. Club members and volunteers deserve all the credit for their accomplishments. Club member efforts have expanded programming opportunities at several sites across Montgomery County. Programming has impacted club members individually as they learn about the sensitivity of their environment and the efforts needed to preserve their natural heritage.

Accomplishments and Impacts:

Club volunteers hope to “develop in 4-H members a sense of community service to the environment, not only in the local community but also in neighboring states or parts of the country so that they continue to enjoy the great world we live in and keep it as pristine as possible for our generation and for generations to come.” In the past 3 years the group's efforts have had a large impact on the members themselves, as they have given their time unselfishly to the community service projects and have “learned by doing.”

The impact on the environment has been obvious. Rescuing terrapins and terrapin eggs from the road has resulted in increased numbers of these animals and increased terrapin births. More habitats at Robbins Park and at the Norristown Zoo are available to the public. The community has also seen the impact that a group of young people and families have on the environment, as there are signs at the exhibits indicating the cooperative effort between the Ambler 4-H Club and local businesses. The club leader's hands-on approach in working with the 4-H Reptile Club has taught youth all about reptiles and care of their environment to help prevent reptiles from becoming endangered. In addition, the number of members in the 4-H reptile club has more than doubled since the club began three years ago. Public interest in the reptile exhibits and demonstrations at the Montgomery County 4-H Fair have given the 4-H program a reputation in the community as having “unusual” programs for youth.

Resource Commitment/External Collaborators:

The 4-H club's ongoing relationship with Elmwood Park Zoo is “a natural.” A local business' “Dollars for Doers” program has made many of the club's projects possible. The business has donated more than \$2,000 for the club to complete the projects.

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Other Base Program Areas This Program Applies to:

Natural Resources & Environmental Management, Leadership & Volunteer Development

Earth Awareness Researchers for Tomorrow's Habitat (E.A.R.T.H.)

Situation:

Many Sedgwick County schools do not have the resources, expertise, or time to plan effective, comprehensive, research-based environmental education programs. Because of this, local students have no opportunity to learn the skills they need to become aware and active in environmental issues. In 1999-2000 a coalition of 14 community organizations and businesses inaugurated a new hands-on middle school environmental education program called Earth Awareness Researchers for Tomorrow's Habitat (E.A.R.T.H.).

Program Description:

The E.A.R.T.H. program is a year-long environmental education program that served 1,000 middle school students from three school districts in 2000-01. Each fall, award-winning curriculum (2000 NAE4-HA Communicator Award, 2000 Kansas Department of Health and Environment Pollution Prevention Award), curriculum supplies, and training are provided to 12 area middle school teachers. The curriculum is built around four major themes: land, water, air, and living resources, and encourages students to increase their capacity for critical thinking, problem solving, and decision making.

In the spring, E.A.R.T.H. participants attend an off-site interactive student workshop sponsored by the E.A.R.T.H. Steering Committee, with sessions taught by local business and community organization representatives. At the workshop, children apply the lessons they have learned in the classroom and use their critical thinking skills to learn more about, or become active participants in, some local environmental issues.

During the two years that E.A.R.T.H. has been in existence, all of the participating students have been from urban or suburban schools located in Sedgwick County, Kansas. School demographics indicate that 55% of participants are minority students, and 41% are members of families who live at or below the federal poverty-level guidelines.

Stakeholder Satisfaction:

During the 2000-01 school year, the E.A.R.T.H. Steering Committee members, program coordinator, participating teachers, and workshop volunteers and presenters committed 5 FTEs. The teachers and their students complete at least six lessons from the E.A.R.T.H. curriculum book during the school year, and attended the day-long E.A.R.T.H. workshop in the spring.

Accomplishments and Impacts:

In 2000-01, students and teachers completed written, oral, and observational evaluations of the in-class E.A.R.T.H. curriculum lessons and the spring workshop activities. About 85% of students said that they learned something new at the spring event, and 75% said that they had fun learning. According to teachers, the students had a chance to experience things in the E.A.R.T.H.

that they would never have learned otherwise. Some students were so excited about E.A.R.T.H. that they wrote about it in their English essays at school and taught E.A.R.T.H. activities to their brothers and sisters at home.

Resource Commitment:

2000-01 Cash Grantors:

K-CARE \$ 5,000

KDHE \$26,700

2000-01 In-Kind Supporters:

Food suppliers (grocery stores, restaurants, soft-drink bottlers)

Event location (Salvation Army Camp)

Volunteer and workshop presenter time and supplies

Collaborators:

2001 E.A.R.T.H. Steering Committee, Sedgwick County Office, K- State Research and Extension, Bothwell Environmental Services, Wichita State University, Great Plains Earth Institute, Sedgwick County Health Department, Member-at-Large, City of Wichita, KS, KSU Pollution Prevention Institute, Unified School District 260; Derby, KS, Great Plains Nature Center, Unified School District 259; Hamilton 6th Grade Center, Unified School District 259; Wichita-Sedgwick County Planning Department, Wichita-Sedgwick County Environmental Health.

Contact Persons:

Beth Drescher, County Extension Agent, 4-H Youth Development , Denise Dias, County Extension Agent, Family and Consumer Science, Gary Cramer, E.A.R.T.H. Program Coordinator, Sedgwick County Office, K-State Research and Extension, 7001 W. 21st St. N. Wichita, KS 67205. Phone: 316-722-7721, Fax: 316-722-7727, E-mail: gcramer@oznet.ksu.edu

Other Base Program Areas This Program Applies to:

Natural Resources & Environmental Management

Massachusetts

Sportfishing

Situation:

Massachusetts is a coastal state, and aquatic ecology and stewardship is key to the future of our state. The introduction to fishing and the fundamentals of aquatic ecology at an early age are the best means available to instill a sense of stewardship for our aquatic resources. The nationally recognized 4-H Sportfishing program will be the tool for achieving these principles and assisting diverse youth and adult in developing more effective leadership, critical thinking, and ethical decision making skills.

Program Description:

The initial audience included six 4-H Youth and Family Extension Educators, two 4-H camp staff and two 4-H volunteers who served as the state core sportfishing team. All of the core team members participated in the National 4-H Sportfishing Training, with the intent of both hosting and then bringing the program to Massachusetts.

Once back, the core team planned and implemented 22 trainings and workshops across the Commonwealth, with an emphasis on recruiting rural, suburban, and urban youth and youth service providers as participants. A specific part of the plan also included training the staff from our five 4-H camps so that the program could be replicated with campers. Participants attended in-depth workshops on angling skills, tackle crafting, natural resource ethics, and aquatic ecology.

Stakeholder Satisfaction:

Six FTE 4-H Extension educators served as the core team and trainers for the Sportfishing Program. The program was replicated for campers throughout our five camps during the Year 2000 camping season. Throughout the 4-H year, angling, aquatic ecology, and tackle crafting workshops were offered at various 4-H events such as “back-to-school,” mini-conferences, and winter forums. To support the trainings and programs, eight completed sportfishing kits were provided: one to each of the five 4-H camps, two to our urban sites (Boston and Worcester), and one to our western Massachusetts towns.

Accomplishments and Impacts:

The Sportfishing Core Team offered 22 trainings and workshops across the state reaching 221 diverse youth, 41 4-H volunteers, and 205 youth service providers and other adult leaders. Much of the funding for the program, almost \$13,000, was provided by the Massachusetts 4-H Foundation, Inc.

The greatest achievement was shown at the camps. Almost 2,700 campers (with duplications) participated in the wildlife and fisheries programs offered at camp during the 2000 camping season, compared to 300 campers in 1999. More than 1,500 campers participated in aquatic ecology workshops during 2000, compared to 260 in 1999. A summative evaluation of campers during one week of camp at our five camps indicated that 41% of the 99 campers increased their skill level in sportfishing and aquatic ecology by “very much”; 29% of 247 campers increased their skill level in aquatic ecology by “very much”; 34% of 175 campers indicated an interest in continuing to develop their skills in sportfishing, while 36% of 239 campers indicated an interest in expanding their skills in aquatic ecology. Thirty-eight percent of 298 campers within a given week indicated that their appreciation for the natural environment had increased by “very much” since attending camp.

Resource Commitment:

Two of the 4-H Extension Educators (Renee Podolec and Mary Almon) submitted grant proposals to the Massachusetts 4-H Foundation, Inc. The Foundation supported the program in

the amount of \$13,000, which covered the costs of the national training for staff and volunteers and the purchase of sportfishing kits and other supplies. The two camp staff, Lauren Ebbecke and Michael Campbell, were supported through their respective camps, Camp Howe and 4-H Farley. The core team 4-H volunteers included: Jim Spinale, Janis Moore, and Fred Jennings. Other 4-H staff core team members included: Kim Anderson, Rita Renee Toll-Dubois, Sarah Spalding, and Sarah Wanczyk.

Collaborators:

University of Massachusetts 4-H Youth and Family Development Program; Massachusetts 4-H Foundation, Inc; National 4-H Sportfishing Committee; and the 4-H Farley Outdoor Education Center.

Contact Person:

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Other Base Program Areas This Program Applies to:

Natural Resources & Environmental Management, Leadership & Volunteer Development, Agriculture

Indiana

4-H in the Classroom

Situation:

The goal of the 4-H in the Classroom project is to adapt and deliver grade-appropriate 4-H curricula that emphasize hands-on learning. Teachers have expressed continued demand for the 4-H in the Classroom program because it is easily incorporated into their classroom lesson plans and supplements traditional book learning with interactive approaches.

Program Description:

In response to the teachers' needs, the 4-H in the Classroom program developed in Marion County includes a set of seven packaged curriculum lessons. Teachers can select one, all, or any combination of the lessons. The lessons include:

- ! Why Leaves Change Color
- ! What's Bugging You?
- ! Wonderful World of Weather
- ! Great 4-H Garden Adventure
- ! Great Ag-Venture
- ! Celebrate Arbor Day!
- ! Ride the Water Cycle

Stakeholder Satisfaction:

Teachers have expressed continued demand for the 4-H in the Classroom program because it is easily incorporated into their classroom lesson plans and supplements traditional book learning with interactive approaches.

This is the fourth year for the 3rd and 4th grade component of 4-H in the Classroom and the second year for the 1st and 2nd grade component.

Accomplishments and Impacts:

A total of 11,052 students in 474 classrooms participated in 4-H in the Classroom during the 2000-01 academic year. This is a 19 percent increase from 1999-2000 and a 262 percent increase from 1998-99. Students from all 11 Marion County public school corporations, in addition to private, parochial, and home schools, utilized the 4-H in the Classroom curriculum.

Evaluation forms for each lesson were provided. When the teachers returned the evaluations, they received a "Certificate of Participation" for the classroom and their students received "4-H in the Classroom" ribbons. Of the teachers returning evaluations, more than 90 percent of the teachers rated 4-H in the Classroom as "good" or "excellent." The teachers reported that the students gained life skill learning in the areas of thinking, caring, relating, being, managing, working, and living. Sharon Lipford, a Skiles Test 2nd grade teacher, described the activities as "great, well thought out, and easy to implement". Heather Haskitt, a 1st grade teacher at IPS #21, reported, "My students have enjoyed all the lessons. I love to teach science, and these lessons made it even more enjoyable."

Resource Commitment:

County appropriation from Marion County Government.

Collaborators:

None.

Contact Person:

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Millwood Water Carnival

Situation:

Current water quality issues require that students understand the circumstances leading to undesirable water conditions in area lakes, rivers and streams in our area. A program was introduced in 1993 to teach fifth and sixth grade students about water quality in our area, how the water quality in other areas affects us, and how our practices affect others. The program was titled “The Water’s Edge”, and has been taught for the last eight years in elementary schools in Hempstead County, Howard, Little River and Sevier Counties. After the three day classroom program, the students are invited to the Millwood Water Carnival as a grand finale to the program. The majority of the students live in rural areas and get their drinking water from wells. Many of those on a city water supply are using water from Millwood Lake or a river in the watershed. To show the students how important water is to people, plants and animals, we invite them to the Millwood Water Carnival where they learn first hand through different sessions in an outdoor atmosphere.

Program Description:

The Millwood Water Carnival is conducted each year in the spring, after all schools have finished the three day “Water’s Edge” program. Program assistants from the four counties plan the program each year. Schools are contacted, dates set and instructors are contacted. Most of the instructors who assisted eight years ago are still assisting today. Several agencies are involved in teaching about water quality through games and activities that the students enjoy. Students are assigned to eight sessions and rotate from session to session at twenty minute intervals. The day’s activities consist of programs involving alligators, fish and wildlife, forestry, soils, water safety, recycling, pollution, and many others. The impact on water quality is discussed at each session to reemphasize what is learned in the “Water’s Edge” program. Teachers and instructors are given evaluation forms to evaluate each session and the program as a whole. Teachers are given a resource sheet with all agencies and instructors listed for later use.

Stakeholder Satisfaction:

We are very proud of the program. Schools hardly ever turn us down when invited to attend. Conflict dates are almost all eliminated by scheduling the program for the same week and day every year. The carnival is very organized, and all sessions are age appropriate for the students. Games and activities keep the students’ interest and are enjoyed by all.

Accomplishments and Impacts:

Teachers have told of seeing students’ “light bulbs coming on” when things are discussed in the classroom at a later time. They will say “that’s what we learned about in the water program.” This overlaps with other things that are taught in science class, and helps them understand things better. Students actually care about their environment. You can see it in their eyes and hear it in their questions while teaching the “Water’s Edge” and the carnival sessions. We get great

evaluations from the instructors, as well as the teachers who attend.

Resource Commitment:

Collaborators cover their individual expenses.

Collaborators:

Natural Resources Conservation Service, U of A Cooperative Extension Service, Millwood State Park, Corps of Engineers, Arkansas Game and Fish Commission, Arkansas Forestry Commission, Arkansas 4-H'ers, Independent trappers and individuals with special interests.

Contact Person:

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Other base program areas this program applies to:

Natural Resources Environmental Management

Arkansas

4-H Responsible Environmental Stewardship Quest (4-H RES-Q)

Situation:

Many youth in urban and in rural areas do not have the opportunity to experience the natural world and to develop an appreciation for their world and respect for living things. The 4-H RES-Q program was developed to give youth an opportunity to heighten their awareness of natural systems and their place within them and to apply concepts to real life situations.

Program Description:

The 4-H Responsible Environmental Stewardship Quest (4-H RES-Q) is a tailor made environmental education field trip available to schools and youth organizations throughout the state. Teachers and leaders can choose from a one-day or two-day/ one-night trip and choose from a selection of eighteen different hands-on classes. Program curriculum is pulled from a variety of different resources such as Project Learning Tree (PLT) , Project WILD, and Project WET, and Arkansas WET. This curriculum format meet the science needs for teachers and can be expanded upon in the traditional classroom.

Stakeholder Satisfaction:

Due to the unique diversity of Arkansas' youth, students come away with a potpourri of educational awareness. Each year over 500 students from the northeast Arkansas farming area are exposed to a forested mountain landscape. These students learn about forestry, geology and a unique woodland habitat. While they participate in classes, students are introduced to life skills

such as communication, decision making, working together, understanding self, relationships and learning. These life skills along with hands-on curriculum are expanded upon back at their school and incorporated into the teachers everyday lesson plans.

Accomplishments and Impacts:

Each year over 7,000 students participate in the 4-H RES-Q program. By educating youth today, as adults they are able to make informed decisions leading to a better life and environment for future generations.

Resource Commitment & Collaborators:

4-H RES-Q is sponsored by the University of Arkansas Cooperative Extension Service and the Arkansas 4-H Foundation with funding coming from a variety of state, federal, and private organizations. Major contributors include the Arkansas Game and Fish Commission, the Arkansas Department of Environmental Quality, the USDA Forest Service just to name a few. Each year over \$60,000 are acquired through grant sources from the Environmental Protection Agency, the Arkansas Big Buck Classic, the Arkansas Game and Fish Commission, the USDA Ouachita National Forest, Nucor Steel and Nucor Yamato Steel of Arkansas, and numerous private organizations.

Contact Person:

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Other base program areas this program applies to:

Natural Resources Environmental Management, Agriculture, Leadership & Volunteer Development

California

On the Wild Side

Situation:

At a time when test scores are scrutinized, science falls second to reading and math in the school day, especially in low-income communities where test scores often lag. Children who receive formal environmental education are likely to be from middle-income backgrounds where the economic and cultural barriers are negligible. While science education is being squeezed from elementary school curriculum, after-school programs with an academic focus are springing forth across the landscape, especially in economically disadvantaged neighborhoods. These programs are hungry for activities that promote learning in a non-formal context and create an ideal setting for teenage participation.

Program Description:

The benefits and importance of environmental education for young people today cannot be overstated, but several forces inhibit youth from economically disadvantaged backgrounds from experiencing the learning and wonder outdoor experiences provide. The 4-H Youth Development program joined forces with the Sacramento START after school program and the Sierra Club to create On the Wild Side, a program to allow children from economically disadvantaged neighborhoods to learn about the environment and experience the outdoors at an overnight camping experience. Eighty-one percent of Sacramento START students are ethnic and racial minorities, most of whom live in low-income families where education levels are minimal and often English is not the primary language. Key to the project's success were the teens who served as program planners, teachers, and evaluators for the weekend events.

The program contained two components: weekly hands-on environmental education lessons during the after school program, and an overnight camping experience. A UC Davis graduate student intern delivered 12 weeks of activities at Sacramento START sites. Twenty-five teenagers were trained in Project WILD and Project Learning Tree, nationally tested environmental education curricula. The teen teachers then planned and delivered overnight outdoor living experiences for the START students, drawing upon the activities from the curricula.

Stakeholder Satisfaction:

Enthusiastic responses from Sacramento START personnel, teen teachers, young participants and program partners confirmed the program's first-year success in 2000. Evaluations from youth participants were extremely positive, 75% of teens returned and brought friends to serve the program in 2001, and funding increased for program expansion. The program has served over 200 4th, 5th and 6th grade children and 30 teenagers. A team of volunteers oversees On the Wild Side with guidance from the 4-H Youth Development Advisor.

Accomplishments and Impacts:

Expanding Knowledge of the Natural World: A pre-test was given to participants the week prior to their attending camp to assess their knowledge in the environmental concepts to be introduced at the weekend, followed by a post-test at the end of camp. Additional data were collected through journals the children kept and a closing written evaluation.

The data indicate that participants increased their vocabulary (herbivore, predator), grew in their knowledge of habitat and ecosystems, and became familiar with plants and animals of the Sierra foothills. Concepts like ecosystem and population are complex, but the young participants showed evidence of understanding such systems. One boy wrote: "I saw a deer, a girl (female) because it did not have antlers. And it was not a baby because it did not have spots. Again I saw one run by. I learned that the more deer, the less habitat. But the more (mountain) lions, the less deer but more habitat for the next year." His conclusions, stimulated by observations and a teen-led activity, illustrate his making sense of ecological relationships.

Developing an Enthusiasm for Nature and the Outdoors: For many participants, On the Wild Side opened eyes and minds to a world never before experienced. It was the first time many had slept

outside, paddled a canoe, or seen a deer in its natural habitat. A variety of feelings accompanied these experiences: excitement, wonder, fear, uncertainty, accomplishment. One child described being blindfolded on the trust walk as scary; others were hesitant to try the canoe. In the end, the children felt safe enough to take the risks and emerged more confident as a result of the experience. Youth experienced their surroundings in new ways. As one girl wrote, “I enjoyed (the) Sound Around (activity) because you could hear different things like birds, bugs and other animals. My favorite place to listen was at the lake. The reason that I liked the lake is because most of the strange sounds were at the lake and the water sound was so beautiful...”

Impact on Teen Teachers: Teens were surveyed prior to beginning the planning process and observed throughout the weekend events. Teens proved effective teachers and were observed not only giving activity directions, but asking probing questions to help children process what they were experiencing. When asked to comment on their feelings after the program, teens said they were tired, ready to go home, but were excited about the event and had fun while doing it.

Resource Commitment:

On the Wild Side was funded by the Sierra Club Youth in Wilderness Project (\$20,800 over two years), the California Communities Program (\$8,000 over two years). Sacramento START contributed adult staffing for the outdoor living experiences.

Collaborators:

University of California Cooperative Extension (program coordination and evaluation); Sacramento START (teen teachers, students to receive program, adult supervision); the Department of Fish and Game (Project Wild curriculum); Camp Fire Boys and Girls (program volunteers and teen teachers); California Communities Project (graduate student intern) and Sierra Club (funding for wilderness events).

Contact Person:

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Other Base Programs:

Leadership & Volunteer Development

National 4-H Council

Going Places, Making Choices

Program Description:

National 4-H Council has designed an innovative curriculum that focuses on raising the awareness of high school age youth about transportation and personal mobility choices now and in the future. Going Places, Making Choices challenges youth to understand the interdependency

between economic, environmental, social, and political concerns through five units that cover: the history of transportation, natural resources and energy use, global climate change, land use, and personal choices and community action.

The curriculum was developed in 1997 by a national design team comprised of 4-H volunteer leaders, 4-H and non-4-H high school age youth, 4-H Youth Development/Extension Agents, scientists, educators, and representatives of the U.S. Environmental Protection Agency (EPA), Natural Resources Defense Council, North American Association for Environmental Education, Stanford University, Michigan State University, and the National Science Teachers Association. After extensive pilot testing and revision, the final version was launched for national distribution at a National Town Meeting in Detroit, Michigan in May of 1999. The curriculum is also available on the web at <http://www.4HGPMC.com>.

Program Impact and Accomplishments:

Based on feedback received from educators and youth during the evaluation phase of the second pilot test, *Going Places, Making Choices* increased youth participant knowledge of environmental issues and related transportation choices.

- 75% of youth participants who completed the evaluation form after using the curriculum described it as educational.
- On the average, 33% of youth participants indicated learning about or changing behaviors regarding alternate forms of transportation and global warming/air pollution.
- *Going Places, Making Choices* received the 2000 Clean Air Excellence Award sponsored by the Clean Air Act Advisory Committee, which supports the EPA in its efforts to implement the Clean Air Act Amendments of 1990. The award recognizes and honors outstanding, innovative efforts that help to make progress in achieving cleaner air.
- Feedback from workshops, open-ended surveys, and interviews have indicated that *Going Places, Making Choices* has been successful in educating youth in a comprehensive manner about the need to apply wisdom and sound science to the choices they make, as those choices have far-reaching impacts on the world around them.

To date, National 4-H Council has distributed over 7,000 copies of the curriculum to more than 1,000 organizations in all fifty states, and at conferences including the National Association of Extension 4-H Agents conference in November 2000.

Since 1999, National 4-H Council has presented and showcased *Going Places, Making Choices* at over twenty workshops and conferences, reaching over 10,000 educators and conference attendees. It is estimated that tens of thousands of students throughout the United States and internationally have been introduced to the curriculum.

Contact Person:

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Georgia

4-H Environmental Green Team

Situation:

The decline of wetland areas, pollution of lakes and streams, excessive litter, loss of nesting sites for wood ducks, new construction that eliminated trees, and concern about the quantity and quality of water were environmental issues that caused 4-H youth in rural Crisp County to find solutions to make a difference. The 4-H Environmental Green Team tackled all of these problems and made a positive difference.

Program Description:

The Crisp County 4-H Environmental Green Team has twenty-eight Junior and Senior 4-H members who work closely with Keep Crisp Beautiful. Team members plan and participate in projects on a monthly basis that improve the environment and the quality of life for residents in the rural South Georgia county.

Accomplishments and Impacts:

4-H Environmental Green Team members have cleaned the shores of Lake Blackshear, obtained grants and collected change to raise money to plant trees at the new county recreation department, planted annuals at the courthouse, researched and presented talks on water conservation, wetlands, and keeping our drinking water clean. 4-H'ers also collaborated with the Department of Natural Resources to build and install wood duck nesting boxes in local wetlands. Over 600 youth ages ten to eighteen were taught about the importance of wetlands to the environment. Environmental Green Team members also taught youth living in public housing during the Environmental Day Camp. The camp included lessons on shopping to reduce waste, water conservation, litter control and concern for the environment.

4-H Green Team Members shared their environmental successes monthly on WSST Channel 55. They were also featured on the front page of the Cordele Dispatch three times, and in the community interest pages ten times.

Resource Commitment and Collaborators:

4-H'ers raised money for planting trees by collecting change from over 300 young people. One member collaborated with five community agencies to write and obtain a National Tree Planting Grant of \$1,000. Keep Crisp Beautiful and the Department of Natural Resources donated literature and materials. Five community civic clubs assisted 4-H'ers. The program was conducted with limited resources, but tremendous volunteer and community support.

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Other Base Program Areas This Program Applies To:

Natural Resources Environmental Management
Leadership and Volunteer Development

Idaho

4H Natural Resource Workshop For Students and Teachers

Situation:

Although the state of Idaho's population is only 1.2 million, it's people depend heavily on it's abundant natural resources. Idaho's 6 major industries: #1 Manufacturing, #2 Agriculture, #3 Tourism, #4 Food Processing, #5 Timber, #6 Mining each depend on the state's water, forest, rangeland, wildlife, and soil resources. Idaho's people need to learn about these important natural resources, and they need to understand the issues related to competing uses of our natural resources, the trade-offs in environmental management, and their responsibilities as citizens.

Program Description:

The University of Idaho Cooperative Extension System and the Idaho Association of Soil Conservation Districts sponsor a natural resource workshop near beautiful Sun Valley for 12-14 year olds and for teachers. The workshop is a week-long, hands-on experience where students and teachers learn basic concepts and management issues related to Idaho's Soil, Water, Wildlife, Range, and Forest resources. Instructors are professionals in their related natural resource field from the University of Idaho Cooperative Extension System, the Natural Resource Conservation Service, the Idaho Department of Lands, and the United States Fish and Wildlife Service. In addition to outdoor lectures and hands-on labs, students and teachers apply their new natural resource knowledge in activities such as: 1) the Lewis and Clark Expedition, where teams hike a nature path and answer natural resource questions related to the survival of early explorers; 2) the Natural Resource Bowl, where teams compete against each other in a game-show format showcasing natural resource trivia; 3) the Big Wood Land Use Simulation Game, where teams represent various land-use industries and present a land-use proposal to a county land-use board in a public hearing format.

Students and teachers also enjoy outdoor activities such as hiking, rappeling, fishing, volleyball, firearm safety, target shooting. Night activities include special guests from the local area and fireside sing-alongs.

Stakeholder Satisfaction:

One of the major stakeholders is the local Soil Conservation Districts that provide camp

scholarships to a majority of the participants. With the continued support of these stakeholders since the workshops inception in 1960, their satisfaction with the workshop remains strong.

Accomplishments and Impacts:

The 2001 Central Idaho Natural Resource Workshop included 71 students. Fifty-nine students were sponsored with scholarships from 22 local Soil Conservation District and University of Idaho Cooperative Extension offices.

Students were tested on their knowledge of the 5 natural resource subjects upon arrival at the workshop, then again at the end of the workshop. Test results show a significant increase in natural resource knowledge gained after attending the workshop. The pre-test mean was 44 percent correct responses with a standard deviation of 14. Posttest mean was 85 percent with a standard deviation of 12.

Sixteen students returned from the 2000 Natural Resource Workshop to be cabin leaders. Each were subjected to a new leadership training program and evaluated on their leadership abilities. Although the evaluation did not show significant improvement in leadership skills, the students all commented on their improved leadership abilities.

Resource Commitment:

The per camper cost to attend the workshop is \$145.00. Fifty-nine of the campers were on a full or partial scholarship from their local Soil Conservation district or County Extension Program. Major contributors to the success of the workshop include: University of Idaho 4-H Endowment Board (\$1,500), University of Idaho Cooperative Extension (\$1,925), and camper scholarships from Soil Conservation Districts and County Extension Programs (\$3,500).

A total of 16 Natural Resource Conservation and Extension personnel attend and conduct the workshop with added input from various resource people.

Collaborators:

The success of the project is largely due to the undying commitment of our faculty and the support of the Idaho Association of Soil Conservation Districts (ASCOT) through camper scholarships and efforts of the local Soil Conservation Districts in recruiting students with the scholarships. The Idaho 4-H Endowment Board provided for funding support. Thanks to the Idaho Council on Industry and the Environment provided instruction of Industry and Environment and facilitation of the Big Wood Land Use Simulation Game. Steve Lines, Valley County Extension Educator, designed the cabin leader leadership program.

Contact Persons:

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Idaho Association of Soil Conservation Districts, P.O. Box 2637, Boise, ID 83701, Phone
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Other base program areas this program applies to:

Natural Resource Environmental Management

Leadership & Volunteer Development

Illinois

Jr. Environmentalist Camp

Situation:

Many youth in suburban Cook County have little to stimulate their minds nor activities to fill their summer hours. In many of our limited income communities there are no structured summer educational programs other than summer school for children who had low-test scores.

Program Description:

During the summer of 2001, five Jr. Environmental half-day camps were scheduled for Monday through Thursday. The camps were conducted in four communities in the North and South Suburbs of Cook County. Three of the camps were held in low-income communities in the South suburbs whose population is nearly 100 percent African American. One of the North Suburban locations was a community that has a diverse population including African Americans, Latinos, Asians, Pacific Islanders, Eskimos and Caucasian and the other was in a community that is primarily Caucasian with all the participants being home schooled. One hundred eight youth participated. They were between the ages of eight and twelve. The South sites involved youth in the CED (Community and Economic Development Association) summer feeding program.

Many youth in the area know very little about insects. They lacked knowledge of what insects are beneficial to the environment. The objectives of the program were: 1) To create an awareness of insects as a crucial part of our environment; 2) To observe insects on plants; 3) To learn the benefits of insects to humans; 4) To identify beneficial and not so beneficial insects; and 5) To learn how to attract and control insects.

Stakeholder Satisfaction:

One Youth Development Educator and one Integrated Pest Management Educator conducted three-hour training sessions four-day per week for five weeks. Each day a different insect was studied. The insects of the day were: Day 1 – Ladybird Beetle, Day 2 - honeybee, Day 3 – Wasps and Solitary Bees, and Day 4 – Butterflies and Moths.

At three of the sites we had volunteers who assisted us that were from the CED program.

The day included discussions of what is an insect, presentation of the topic of the day, insect collection and identification, pre test and post tests on which ones are insects, quizzes and fill in the blanks after presentations, word searches, crossword puzzles, and riddles. All of the activities were age appropriate and included the experiential learning model.

Each day the campers did a project related to the day's topic. Day 1 they built a Ladybird Beetle House. We found the only youth that had problems building the houses were the youth from public housing. None of them had used a hammer before the camp. Day 2 they used beeswax foundation to make candles. Day three they made Solitary Bee Nests using drinking straws. Day 4 then made paper butterflies applying the knowledge that they learned about butterfly and moth markings and coloration.

The daily snack related to the days included: Ladybird Beetle Cupcakes, Orange Banana Sorbet and honey lemonade, yellow and black popcorn and dirt cake with gummy worms.

Feedback from the parents and agencies with whom we worked were overwhelmingly positive.

Accomplishments and Impacts:

Drawings of a centipede, millipede, sow bug, crab, scorpion, cockroach, lobster, tick, louse, spider, honey bee, daddy long legs, fly and beetle were included. Five of the pictures were insects. The results are included on the table below.

Insect	Pre Test	Post Test
Cockroach	89%	92%
Louse	80%	97%
Honey Bee	79%	81%
Fly	88%	98%
Beetle	82%	93%

When given a word description of the larva and/or nymph stage of six insects the campers were asked to identify the correct adult picture for each description. Correct identification of the firefly and grasshopper was 100%, the tiger beetle was 98%, the horse fly was 90 % and the sphinx moth and mayfly was 89%.

When asked to complete the following fill in the blanks statements the results are as follows: The worker bees build their comb out of beeswax (96%). Every comb (80%) contains thousands of cells. The queen (98%) lays an egg in each cell. These eggs turn into a new queen (92%), drone (93%) and worker (91%). The worker bees use these cells to store their food honey (86%) and pollen (88%). Beekeepers keep their bees in wooden hives (75%) in order to move them around. Each hive contains several frames (70%) in which the bees build their combs.

Resource Commitments:

No external resources were generated.

Collaborators:

Denise Legvold, South Suburban Unit Leader; Yvonne Brown, North Suburban Unit Leader; Maureen Statland, Unit Educator – Youth Development; Community Economic Development Association at St. John’s Church, Robbins; Ford Heights CED; SE CED Robbins; East Prairie School, Skokie; and Riverside Presbyterian Church, Riverside.

Contact Person(s):

Sandra L. Lignell, Extension Educator – Youth Development Lignells@mail.aces.uiuc.edu, or Joerg Schmidt-Bailey, Extension Educator – Integrated Pest Management, 6438 Joliet Road, Countryside, IL 60525, Phone: 708-352-0109, Fax: 708-352-0451, Email: schmidt-baileyj@mail.aces.uiuc.edu

Indiana

Project Wet (Water Education for Teachers)

Situation:

Teachers have expressed a need for training in water related curriculum in order to teach water education to their students. The need for this knowledge has increased in the past two years as the White River experienced a fish kill and drinking water quality has become a prominent issue in the community.

The goal of Project WET (Water Education for Teachers) is to facilitate and promote awareness, appreciation, knowledge and stewardship of water resources through the development and dissemination of classroom-ready teaching aids. The Project WET program includes a K-12 curriculum guide that uses an interdisciplinary approach for education.

Program Description:

Three Project WET (Water Education for Teachers) training sessions were conducted in Marion County from October 2000 – July 2001 by Extension Educator Nancy Scott, a certified Project WET facilitator. A total of 49 Marion County teachers and pre-service educators were trained in the three sessions. Two of the sessions were conducted at public schools and the third session conducted at IUPUI.

Each Project WET training session includes six hours of instructional time on activities within the Project WET curriculum guide, a discussion of current events involving water topics, and hands-on practice with WET activities.

Stakeholder Satisfaction:

Teachers have expressed a need for training in water related curriculum in order to teach water education to their students.

Accomplishments and Impacts:

Participants in the Project WET (Water Education for Teacher) training sessions have (1) learned about the water cycle, what they can do to conserve water, and improve water quality; and (2) learned how to incorporate Project WET activities into their classroom curriculum.

Evaluation comments from participants include: “I am very excited about using this in my classroom. I love how the book is put together so that I can easily incorporate it with other subjects.”

Additionally, the participants have been introduced to Purdue Extension Marion County and have learned that Extension and Nancy Scott are resources for them to use within their own community.

Resource Commitment:

County Appropriation from Marion County Government, Registration fees paid by participants

Collaborators:

Susan Schultz, Indiana Project WET Coordinator, Purdue Agronomy & IDNR Soil Conservation

Contact Person:

Nancy Scott, Extension Educator, Purdue Extension – Marion County, 9245 N Meridian Street, Suite 118, Indianapolis, IN 46260-1874, Phone: 317-848-7351 x 117, Fax: 317-848-7229, nancy.scott@ces.purdue.edu

Other base program areas this program applies to:

Natural Resources Environmental Management

Maryland

Natural Resources...Kid Style!!!**Situation:**

At the heart of Maryland’s Eastern Shore lies Talbot County. With 618 miles of waterfront, Talbot County is believed to have the longest shoreline of any county in the continental United States. The seafood industry is second only to agriculture as the county’s economic base. Thus, natural resources management is a priority. Young people need to make connections to their local watershed and the environmental issues being faced.

Program Description:

The primary goal of Natural Resources...Kid Style!!! was to educate youth outside of a classroom setting about the environment. This program uses the experiential learning model, therefore underlying goals for youth were to develop life skills including critical thinking, communication, teamwork, concern for others, accepting differences and responsible citizenship.

The program also exposed youth to 4-H programs and gave them the opportunity to learn more about becoming involved in 4-H.

The target audience included children of various socio-economic backgrounds enrolled in Talbot County Parks and Recreation and YMCA summer camps. The children ranged in age from 4 to 14 years old.

On a weekly basis over the course of 10 weeks, a 4-H Extension Educator and/or Program Assistant would visit the camps and present an environmental topic. Most of the lessons and activities were from the Project Learning Tree and Project WET curricula, with some lessons developed locally. In addition to the information presented, children were given access to 4-H program information and resources related to the day's topic.

Stakeholder Satisfaction:

Over the 10 weeks that the Natural Resources...Kid Style!!! program was offered, 688 children were involved. Due to the nature of the camps, some children came every week while others were only enrolled for two weeks sessions. The children were broken out into six groups, with each group spending thirty minutes with the 4-H staff. Camp counselors were present at all times to assist when needed. The total commitment involved in planning and teaching the program for the summer camps is as follows: .5 annual faculty FTEs and .15 camp counselor FTEs.

Natural Resources...Kid Style!!! is a very adaptable program. The youth involved in the program ranged anywhere from 4 to 14 years of age, yet they worked side by side to learn the same concept at different levels. Another important characteristic of this program was that the children learned by doing instead of being in the traditional teacher-student role, as in a classroom/lecture situation. A youth driven discussion of the previous week's topic started the session, followed by a brief introduction of the current day's topic and instructions for the learning activity. The program was very active, allowing facilitator to focus the attention of the participants on the task at hand. Once the learning activity was completed, the youth regrouped to discuss what they had gleaned from the learning activity and to relate their findings to real-world experiences. Natural Resources...Kid Style!!! is a true model of experiential learning.

Stakeholder satisfaction was measured by the active participation of the youth in the program week after week. The administrators and staff of both camps felt that the inclusion of Natural Resources...Kid Style!!! added a more educational aspect to their program that they had not had in the past. Parents provided positive feedback based on the enthusiastic remarks of their children, as well as the finished products that they created.

Accomplishments and Impacts:

On a weekly basis, the 4-H Extension Educator, 4-H Program Assistant, and camp administrators evaluated the program. Discussion included what went well, what could have been done differently, and how parents and children felt about the program. There were several major observations made after the second week:

1. Camp counselors had less disciplinary issues when their group was involved in Natural Resources...Kid Style!!!
2. Youth came to the program with enthusiasm to participate in "4-H" because it was fun.
3. Youth that refused to work with others early on put aside their differences to work as a team.
4. Participants returned from the following week's session with questions, which indicated that they processed the information given.
5. By the end of the program, the children that were initially withdrawn and quiet, were actively involved in discussions, asking questions, and able to speak in front of the group.

Resource Commitment:

The Talbot County 4-H Program received The Be A Good Neighbor Environmental Grant for a total of \$500 from the local Wal-Mart. This money was invested in materials to set up learning kits specific to each activity. The money will allow the kits to be maintained for future use in 4-H programs, camps and in-school programs.

Collaborators:

Talbot County YMCA – Summer Camp Program; Talbot County Department of Parks and Recreation; Keith Lockwood, Department of Natural Resources' Cooperative Oxford Laboratory

Contact Persons:

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Other Base Program Areas This Program Applies To:

Natural Resources Environmental Management, Agriculture

Oregon

Environmental Stewardship

Situation:

Oregonians face many critical environmental issues in agriculture, forestry, energy and marine resources. In attempting to address these pressing environmental concerns Oregonians quickly discover two underlying difficulties which hamper issue resolution. First, factual, unbiased information is hard to find, analyze and understand. Second, public policy processes are not positive experience for citizens who wish to be involved.

At the beginning of the 1997-2000 Plan of Work the Environmental Stewardship Team realized

that global, national and regional trends underscored the timeliness of, and need for, environmental stewardship action. In Oregon's 4-H program, there were only 4,966 youth enrolled in the natural science project areas in the 1995-96 year. The opportunity for improvement was unlimited.

Program Description:

The Environmental Stewardship Team believed that the 4-H youth program had staff and resources that could be used in a united effort to address many of the issues identified. Extension staff would provide informal educational opportunities, where youth and adults would increase their appreciation for, and their knowledge of our natural world, leading to educated choices in the stewardship of natural resources.

The Environmental Stewardship Team and the 4-H Natural Science Curriculum Development Committee are comprised of 4-H volunteer leaders, county Extension staff and program assistants from across Oregon. Nineteen of Oregon's 36 counties have some type of Environmental Stewardship support plan. The demographics in these counties represents Oregon's population as a whole.

At the State level the need for new and updated publications was identified. Publications adopted included Give Water A Hand, 4-H Watershed Project- Ridges to Rivers, 4-H Discovery Learning Outdoors, Em*Power, National 4-H Sportfishing program, and the CCS Entomology Series. Oregon specific publications written to support program delivery included 4-H Wetland Wonders Water Quality Program, Our Water World 4-H Marine Science Project, 4-H Earth Science Leaders Guide and Of People and Fish, A 4-H Natural Science and Cultural Discovery Program.

The addition of new publications necessitated training workshops in counties to build Extension staff capacity to support the materials and facilitate dissemination to volunteers and school teachers. Over a five year period 45 workshops reached 850 participants.

Specialized equipment was needed for successful delivery of some of the new curricula to youth. Kits of materials and supplies were developed for some curricula and guidelines for purchase were provided for others. Also "loaner kits", which are used by multiple counties, facilitate program delivery.

In 1998, recognizing that the Oregon Education Reform Act provided a new opportunity to work with schools, the 4-H Youth Development Department released a paper on School Enrichment Delivery Mode for 4-H Projects. While agents were at first reluctant to explore this method of delivery, a steady increase in enrollments has shown that the new materials and kits designed specifically to support Oregon Department of Education Benchmarks had found a ready market.

Stakeholder Satisfaction:

The methods and resources used to deliver the Environmental Stewardship program has grown and evolved over the past five years. There were 18 agents who wrote plans of work to the first

year of the plan. They planned an average of 21 days per person or a total of 1.78 FTE. Methods of delivery were limited to camps, educational tours and some traditional club support.

In the 2000 year there were 19 agents working on the plan. Due to changes in staffing, only 9 of these were in the original plan of work group. An average of 31 days per person or a total of 2.87 FTE was planned to Environmental Stewardship. Methods of delivery now include school enrichment, outdoor schools, leader training workshops, partnerships and club enrichment programming. The increase in the number of planned days and variety of delivery modes is an indication that this plan has gained importance among Extension faculty and their stakeholders.

Accomplishments and Impacts:

The combination of new publications, workshops and materials kits has increased county staff capacity to deliver 4-H Natural Science programs. There are ten projects, five of them new, that support educational programs. These include entomology, outdoors, forestry, marine science, outdoor discovery, sportfishing, water resources, EM*Power, wildlife stewards and shooting sports. State youth enrollments which totaled only 4,966 in 1995-96, have reached 33,297 in 1999-00.

Resource Commitment:

Oregon 4-H Foundation	\$ 4,150
Extension Administration	\$ 30,000
Water Quality Initiative	\$ 7,730
EPA	\$ 5,000
Anonymous Donor	\$ 5,000
Gannett Foundation	\$ 2,000
Total	\$ 53,880

Contact Person(s):

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Pennsylvania

Children's Ground Water Festival

Situation:

Today's children will be the caretakers of our environment in the future. Understanding that resources may be limited and that what we do to impact our environment today may impact it for years and generations to come are important concepts for youth to develop.

Program Description:

Annually about 1000 youth from sixth grades in nine elementary schools in Washington County, Pennsylvania participates in the Children's Groundwater Festival held the past six years. The program draws youth from both rural and urban areas and includes minority populations within the county. The program includes educational workshops on such topics as water pollution, ground water use, wetlands, groundwater contamination, composting, and watersheds. Penn State Cooperative Extension presents a workshop using the Meet the Plants 4-H curriculum. A total of about 25 workshops are offered throughout the day in addition to educational exhibits for students to visit. One exhibit included a live calf display showing the amount of water a cow drinks each day.

Stakeholder Satisfaction:

County Commissioners regard this program as an important educational opportunity and attend to speak to the youth each year.

Accomplishments/Impacts:

Evaluations are completed by program participants on the entire program and also on the Meet the Plants workshop run by Cooperative Extension. In this workshop youth gained knowledge on the following: the parts of a mushroom, that moss is found in forests and shady places, roots carry water and minerals from the soil to the stem, the average number of gallons of water it takes to wash your dishes with a dishwasher is 11 gallons, it takes about six gallons of water to flush a toilet, and the average number of gallons of water coming out of a kitchen or bathroom faucet each minute is four gallons.

Resource Commitment:

California University of Pennsylvania provides free facility use. In the past, funding has been obtained through rural development grants and for new program support through Cooperative Extension. T-shirts and bottled water are provided to each participant through support from the Pennsylvania American Water Company. Allegheny Energy also provides resources for program support.

Collaborators:

Groups providing educational and resource support include Penn State Cooperative Extension, the Conservation District, Washington County Parks and Recreation Department, the Fish and Boat Commission, the Game Commission, the Bureau of Forestry, and the Department of Environmental Protection.

Contact Person:

Pam Paletta, Youth Development/4-H, Family Living Agent, Penn State Cooperative Extension-Washington County, 100 West Beau Street, Washington, PA 15301-4473; Phone: 724-228-6881; Fax: 724-228-6939; Email: plp3@psu.edu.

Ethics and Character

Indiana

Character Education

Situation:

The Carroll County Long Range Planning committee identified “character education” as the number-one challenge facing families and youth in Carroll County. Both school systems have been concerned about the: a) growing discipline problems in the school, b) number of students who need an alternative school, c) number of students that do not return their homework daily, and d) lack of respect for others and property.

These same problems along with frightening crime statistics have many community leaders across the state and country emphasizing the need for character education. Effective character education encourages youth to “do the right thing” by incorporating trustworthiness, respect, responsibility, fairness, caring, and citizenship into their daily lives. In order for character education to be successful, it must be taught at home, in the schools, and in the community.

Program Description:

Carroll County is a small rural county with a population of 18,000. Extension coordinated a meeting of 18 community leaders (school administrators from the two school systems, Office of Family & Children, library, probation, faith community, preschool/day care providers, and youth group leaders) to discuss the current situation and how various groups could coordinate efforts to teach character education.

The group decided to focus on a “character trait” each month. This character trait would be emphasized in schools, faith community, libraries, preschools, and mass media. The Carroll County Extension Program was designated as a central contact to supply resources to the schools, day cares, and faith community. The librarians provided book lists. Thus, each month the following items were distributed:

- School teachers received a grade-specific packet, which contained a two-page background handout and a variety of student activities (skits/plays, reading books, discussion guides, art projects, “hands-on” projects, worksheets, and heroes to research).
- Principals received a newsletter article to send home to parents and a calendar listing a thought of the day.
- Posters were placed in school hallways.
- Faith community received newsletter article, bulletin insert, and a monthly calendar.
- Mass media – articles were written for the parenting newsletter, the local newspaper, 4-H newsletter, and the PTO web page.
- Booklist was provided in the parenting newsletter, school newsletter, and PTO web page.

Each month, the Carroll County Youth/4-H Team Council and a local service organization sponsored a school-wide project where students were to demonstrate the character trait. During our second year, we initiated a Good Character Honor Roll for those students who succeeded at demonstrating the character trait of the month.

Stakeholder Satisfaction:

During the second year, the following groups joined the program: another elementary school, a junior high school, and four more preschools. At the end of the second year of character education activities, teachers, administrators, and the youth leaders were asked to evaluate the program. The response was: 77% felt the students were more responsible and remembered their homework; 59% felt the students argued and fought less; 91% felt the students offered to help other students; 68% felt the students were more respectful of school property and had better manners; 73% felt the students cooperated better with each other on the playground.

Accomplishments and Impacts:

100% of the respondents indicated that knowledge of the 6 character traits was gained. Plus, they felt that the student behavior improved 10-15%.

The results of the school-wide activities were: 77% were trustworthy and returned their homework on time; 63% showed respect by keeping their work area clean and neat; 79% demonstrated responsibility by returning their library books on time; 89% demonstrated fairness in gym class; 80% wrote thank-you notes to those school helpers who showed they cared; 53% showed citizenship by collecting pop tabs for the Ronald McDonald House; 51% of the students were on the Good Character Honor Roll each month.

Resource Commitment:

The program was funded by several groups: Carroll County Youth/4-H Team Council, \$2500; Step Ahead, \$200; Carroll County Extension Homemakers, \$400; and the Burlington Kiwanis, \$50. During our initial year, resources were used to secure educational materials and incentives for the school-wide projects. Through a combined statewide effort, some of our costs were reduced because of mass purchases.

Collaborators:

18 community leaders engaged a variety of groups within the county to participate in this county-wide effort. The groups and their roles included:

- Extension Office – provided educational activities specific to each grade. Wrote articles for mass media. Provided information for the faith community. Served as a county coordinator.
- Teachers – K-8 – conducted various activities in their classes.
- Principals – Promoted school-wide activity, sent article in newsletter, and read daily thought.
- Service organizations, Carroll County Extension Homemakers, and the Carroll County Youth/4-H Team Council provided money for the school-wide incentive programs.
- Step-Ahead funds purchased some of the educational materials.
- Faith community – utilized bulletin inserts and news articles.

- Librarian – provided booklists.

Contact Person:

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Other Base Program Areas This Program Applies to:

Family Development & Resource Management

Arkansas

Groark

Situation:

The pro-social, conflict resolution programs began as a need addressed by the county Extension Family and Consumer Sciences Committee. They felt our youth were lacking in pro-social behavior due to busier family schedules, both parents working outside the home, and single-parent families. These changes, which have occurred the past century, have had a significant impact on the family, the world of work, and our nation. This problem was assessed to be the communities' responsibility to help families in developing these skills in our youth.

Program Description:

Programs chosen were presented as school and 4-H enrichment issues. One school was set up as the target school for impact. This school is in a rural, low-income area with an average of 350 students in K-12th grades. Each year, kindergarten classes will receive the five violence prevention sessions from the “Groark” series. This includes a 10-minute video with discussion breaks, student handouts, and parent letters for each session. Through these programs, children learn how to handle their anger, work out conflicts, listen, not be a bully, and overcome prejudices. Pre- and post-test questions are given to the students with a follow-up survey for students, teachers, counselors, and principals at the end of the school year. These will be used to evaluate behavior changes in the long run.

First grade classes are presented with three-session follow-up programs to Groark. These sessions include: “Stop Teasing Me,” “What Is Respect?” and “Got a Problem? Solve It.” They participate in the same evaluation style. Media articles are published in county newspapers that inform schools and communities about goals and issues the programs will search to address.

Informational letters, including a list of youth programs, are sent to each area school principal, counselor, K-1st teachers, and all 4-H club leaders. Programs requested are presented on a first-come, first-served basis. Counselors, teachers, community volunteers, and teen leaders are trained in presenting the programs. They get involved in the planning, development, and presentation of the programs. All of these leaders believe the benefits of the program will include reduced

discipline problems in schools, better relationships in families, and, therefore, stronger communities. These programs are also presented to 4-H clubs. This year the programs expanded to four of the six rural schools we have in the county. Four-H involvement and interest in developing clubs have resulted in growth.

Stakeholder Satisfaction:

The agent did the majority of programs the first year with help from a few committee volunteers. Last year volunteers exploded into action with various volunteers, teachers, and some counselors presenting many programs. We realized that a series of contacts had to be made with a group to make a real change. The target audience is visited five times in kindergarten, and the first grade target school is visited for three follow-up sessions. These classes will receive one to two follow-up programs each year thereafter from the Character Counts series. Although parents have the central responsibility in guiding their children to be of good character, we all want children to have good values and strong character. Good character doesn't just happen. This team decided it's up to us to lay a solid foundation for character development by teaching children right from wrong and advocating character by acting as positive role models through continuous reinforcement. So, some of the other topics presented to upper grades and reinforced each year are responsibility, respect, sportsmanship, friendships, communication, effective listening, emotions, self-esteem, what is a good person, cooperation, conflict resolution, keeping your cool, and problem solving. Parents are presented parenting skills programs and newsletters on youth programs. The teachers, counselors, and principals enjoyed the programs and felt they were very worthwhile, even in their busy curriculum. They have seen much improvement in their youth and in working relationships.

Accomplishments and Impacts:

Results shown by the teachers, counselors, and principals were taken from their student attendance records, discipline records, discussions with youth and parents, surveys, and observations. The first year, 1999, Groark was presented in one school, and character programs were presented in three county schools. Total conflict resolution program contacts the first year included 1,112 youth and 730 parents and adult contacts. The second year, 2000, Groark was presented in four of the six county schools, and three 4-H Clubs with the Groark follow-up presented to the target schools' first and second grades. This totaled 53 programs presented with 1,556 youth contacts and 3,830 adult contacts on violence prevention. Forty upper grade classes received various character pro-social behavior programs, reaching 1,134 youth and 750 parents. The first year the target school reported a 30% improvement in students having more control over their anger, with an increase this year to 50%. Having fewer bullies, not hurting others' feelings, and being less prejudiced ranked 50% on each the first year, and went to a 75% ranking the second year. One of the other schools saw a 25% to 75% improvement in each area. We are seeing a very positive impact from this training.

Similar programs have been conducted in 56% of the counties in Arkansas. In FY 2000, 2,212 educational programs for youth were conducted that targeted basic life skills, including character education. A total of 55,656 youth participated in these life skills programs.

Resource Commitment:

Additional items were not purchased. We have United Way 4-H /Youth support and they are excited that we are providing these programs.

Collaborators:

Four-H youth and Family Consumer Sciences committee members presented programs, as well as teachers, counselors, community leaders, volunteers, 4-H teen ambassadors, teen leaders, and after-school program directors.

Contact Person:

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Other Base Program Areas This Program Applies to:

Family Development & Resource Management

South Dakota

Character Counts! Evaluation

Program Description:

Since 1995, South Dakota has promoted CHARACTER COUNTS!. CHARACTER COUNTS! is an ethics program of the Josephson Institute of Ethics, which teaches trustworthiness, respect, responsibility, fairness, caring, and citizenship (six pillars). All 67 South Dakota counties are involved in some aspect of the program. Half of the county Extension educators are actively involved in implementing CHARACTER COUNTS! programs. They have established 15 CHARACTER COUNTS! Community coalitions across the state involving total communities (schools, faith communities, businesses, civic groups, etc.). Other partnerships involve Extension partnering with other groups to implement the CHARACTER COUNTS! framework in specific settings, such as schools. Working with these partners, Extension has helped reach more than 85,000 youth and has trained more than 3,000 “Train the Trainer” participants across South Dakota.

Stakeholder Satisfaction:

Parents, teachers, counselors, youth agency personnel, child care providers, volunteers, civic leaders, business owners, and spiritual leaders have worked to incorporate the CHARACTER COUNTS! program into their communities. Many of these individuals comment on the positive effects of the program that they see on youth. To determine the effects of the CHARACTER COUNTS! program, an extensive evaluation effort was initiated, which involves collecting data from samples of youth, parents, and teachers involved with the program and a control of those not involved with the program. The data is being collected over time to determine the program

impacts. The third round of data has been collected and evaluated, and the results was to be shared at a workshop at the NAE4-HA annual conference in Bismarck, ND in October 2001.

Accomplishments and Impacts:

Some of the findings from the third youth survey include:

- ! Use of physical force against another person dropped 33 percent.
- ! Teasing someone because of race or ethnicity dropped 45 percent.
- ! Taking of illegal drugs declined 32 percent.
- ! Breaking into another's property dropped 50 percent.
- ! Taking something without paying for it fell 46 percent.
- ! Defacing or vandalizing property fell 46 percent.
- ! Cheating on exams declined 30 percent.
- ! Receiving a detention or suspension dropped 28 percent.
- ! Overall, behavior improved in every category assessed.

Conclusion: There is a general desire of youth to be ethical, but they need tools, direction, and positive examples to become an ethical "person of character."

Some of the findings from the third teacher survey include:

- ! Overall support for the program is strong, and a clear need for the program exists.
- ! Using the program frequently is important in making a difference in behavior.
- ! There is a need for further curriculum development.

Collaborators:

Partners in this program are the SDSU Cooperative Extension Service, the 4-H Foundation, schools, businesses, and other community groups (i.e., Girl and Boy Scouts, YMCA/YWCA, churches, media, service organizations, etc.)

Keys to Success:

- ! Partnerships to insure that youth receive multiple exposure of ethics lessons from schools, parents, youth organizations, etc.
- ! Leadership and commitment from Extension staff, along with 4-H Foundation funding for evaluation, and a paid statewide CC! project leader.
- ! "Train the Trainer" method of teaching the program.

Contact Person:

Rachelle Vetterm, CHARACTER COUNTS! Project Leader, South Dakota State University, Ag Hall 128, Box 2207E, Brookings, SD 57007. Phone: 605-688-4946, Fax: 605-688-4939, E-mail: vetterm.rachelle@ces.sdstate.edu

Missouri

Show-Me Character and the Nation Report Card on Ethics

Program Description:

The mission of Missouri 4-H is to create environments in which young people are valued, contributing members of their community. Character education plays a key role in reaching this mission. Four-H Youth Development programming has for years been a proponent of character education, encouraging fairness and honesty in all programs and subsequent events and activities. Nationally as well as in Missouri, 4-H has recognized the need for more emphasis in character education and are partners in the national CHARACTER COUNTS! Coalition. CHARACTER COUNTS! and character education is a renewed commitment to the attitude of living a life using the highest standards of ethics.

A formalized character education program has been in place in Missouri for the past 6 years. Local and state evaluations have taken place; yet until recently it was not possible to compare what Missouri 4-H'ers were saying about their character with other teens in the United States.

Stakeholder Satisfaction:

In 2000 the Josephson Institute of Ethics conducted its second "Report Card: The Ethics of American Youth." This biennial survey was offered to any school in the United States that wanted to participate. Missouri 4-H Youth Development programs approached the Institute about conducting the survey with 4-H members throughout the state who were in the appropriate age categories for the survey. The Institute willingly agreed, provided the instrument, and analyzed the results.

The FTE's for Missouri 4-H committed to this project were minimal. A State 4-H Youth Development Specialist served as the contact for the Institute and distributed the survey to 4-H members and collected it. A graduate student spent about .10 FTE putting the results into a "reader friendly" format.

Accomplishments and Impacts:

Descriptive data provided by the Josephson Institute of Ethics presented results from the Missouri 4-H survey and the national survey. The Missouri data was further broken down into middle school and high school categories. Those categories contained data for the subcategories of gender, grade level, and age.

The data show that in comparison to the national data, Missouri 4-H'ers report having higher ethics with regard to lying, cheating, and stealing. A slightly higher percentage of middle school 4-H'ers, in comparison to high school 4-H'ers, report stronger feelings about maintaining the trust of others. But again, the difference in percentages is small. Comparisons between males and

females in middle high and high school show that in general, there are not disparate differences in the ethical values of those groups. The results from this survey indicate that 4-H'ers, regardless of gender, grade level, or age, possess an understanding of what is ethical (right and wrong), and report that they tend to make ethical choices at home and within their community.

Resource Commitment:

No external funds were generated in this project.

Collaborators:

The collaborators for this project were the Josephson Institute of Ethics and Missouri 4-H.

Contact Person:

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Alison Copeland, State 4-H Youth Development Specialist, University of Missouri-Columbia, 209 Whitten Hall, Columbia, MO 65211. Phone: 573-882-8807, Fax: 573-884-4225; E-mail: CopelandA@missouri.edu

Other Base Program Areas This Program Applies to:

Leadership & Volunteer Development

Arizona

Exercising Character for Families on Temporary Assistance

Situation:

Arizona youth face many problems. They rank near the bottom of every scale measuring the quality of education, health, and community support. Arizona has one of the highest rates of teen pregnancy and leads in the number of second births to teens. The Arizona Legislature passed a funding measure to deliver character education programs to youth from families who receive TANF funding (Temporary Assistance to Needy Families). Four-H Youth Development Extension was selected to develop the curriculum, train staff and volunteers, and deliver the program in all but three counties.

Program Description:

Arizona 4-H Youth Development adapted the EXERCISING CHARACTER curriculum for use with needy families. They also conducted training for staff and volunteers working with these young people and directly conducted programs for at-risk children.

Stakeholder Satisfaction:

Teachers returning evaluations indicated they were very satisfied with the program and indicated they would continue the program in coming years. Arizona 4-H Youth Development has also taken the lead in developing the grant to the Department of Education for the State Partnerships.

Accomplishments and Impacts:

- 1) Arizona 4-H Youth Development developed a series of three lessons (ages 4-8, 9-13, and 14-19). They purchased materials and supplemental materials to support 200 volunteer leaders.
- 2) Arizona 4-H Youth Development conducted 25 training sessions, amounting to 120 hours of training.
- 3) Arizona 4-H Youth Development conducted 182 character education groups in 9 counties involving 4,684 total youth. This included 142 TANF Youth and 145 at-risk youth. The increase is due to a supplemental contract with Pinal-Gila Child Services. This figure does not include the additional 1,500 youth taught by Pinal-Gila Child Services.

Resource Commitment:

Arizona Department of Economic Security, TANF funding, \$323,000
Pinal-Gila Child Services, \$40,000

Collaborators:

Arizona Department of Economic Security, Pinal-Gila Child Services, Maricopa Community College, Governor’s Commission on Character Education, Josephson Institute for Ethics, local schools, youth agencies, and Head Start Programs

Contact Person:

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Other Base Program Areas This Program Applies to:

Family Development & Resource Management
Leadership & Volunteer Development

Louisiana

Character Education in Schools

Situation:

Across our nation the need for character education has been widely accepted. The Louisiana State University AgCenter’s character education program began with the school system because a true readiness for character education existed there.

Program Description:

The LSU AgCenter's character education program is based on six pillars of character—trustworthiness, respect, responsibility, fairness, caring, and citizenship. Age-appropriate lessons for children and youth aged 4 to 18 are taught across the state, mostly in classroom settings. Seven activity-based lessons are taught for each age group, one for each pillar of character plus one for decision making. At the conclusion of each lesson, students are encouraged to commit to a change in personal behavior and community involvement using what has been taught.

Stakeholder Satisfaction:

Twenty FTE's from LSU AgCenter's Cooperative Extension Service are committed to the project. Lessons are presented in classrooms throughout the school year, and the frequency varies from lessons being taught and/or reinforced through integration into total school programs on a daily basis to at least once a month lessons in single classrooms. The outstanding parts of the program have been the involvement of youth trainers, who go into the classrooms of younger children to present the lessons, peer teaching, and general involvement of youth in the program.

Accomplishments and Impacts:

1998-99 school year – 48 of 64 parishes (counties) reported reaching 93,965 children; 75% of 735 teachers observed “some” to “very much” improvement in classroom behavior after lessons were taught.

1999-2000 school year – 62 of 64 parishes reported reaching 147,306 children; 75% of 191 principals observed “some” to “very much” improvement in school behavior.

2000-01 school year – 3,869 adult instructors and 3,468 youth instructors were trained and reached 184,666 students. Focus interviews with 3 parishes indicated a reduction in discipline problems and a general positive impact on students. One quote from the interviews follows: “We definitely noticed a difference with the children who came from a school where CHARACTER COUNTS! was being implemented. We had less conflicts with that group of children. They were able to do peer mediation. Sometimes things didn't escalate because of what they had learned to do.”

Two sets of 35 lesson plans—one titled *Exercising Character in School* and the other *Exercising Character in the Community*—have been developed. Each set includes seven lessons for each of five different age groups (4-6, 6-9, 9-11, 11-13, and teen age). *Exercising Character in School* lessons were distributed this year. Eighty-five hundred *Exercising Character in the Community* lesson kits are available for distribution to schools this fall.

Train-the-trainer programs and training for prison inmates in the Pre-release Program, PREP, were conducted in support of the Louisiana Department of Corrections character education effort. Currently working with the staff and inmates at Angola State Prison to develop lessons aimed specifically at prison and probation populations. These lessons are currently being field tested and will be available to the State Department of Corrections this fall.

Resource Commitment:

\$300,000 per year state appropriation to provide educational materials to all schools involved and for training and development of curriculum.

Collaborators:

Louisiana Department of Corrections, Safe and Drug Free Schools, School to Work, Head Start, parish (county) school superintendents, state superintendent of education, State Department of Education, and FCE members.

Contact Person:

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Other Base Program Areas This Program Applies to:

Natural Resources & Environmental Management, Community Resources & Economic Development, Leadership & Volunteer Development, Family Development & Resource Management, 4-H Youth Development

Maryland

Youth Oversight Committee

Situation:

Competitive events can be a great experience for both youth and their families. Occasionally, however, intense competition invites a desire to ‘win at all costs.’ When this happens at fairs, shows or contests, usually the professionals and volunteer adults in charge go behind closed doors to try and work out solutions, compromises, or effective sanctions. Often we hear the complaint that this makes the program an ‘adult program’ with adults calling the shots and that it increases the tension between competing families. No solutions ever satisfied everyone. Therefore, it was decided to try a new approach - - not just the typical Oversight Committee, but a Youth Oversight Committee.

Program Description:

Youth, aged 16 and up, were invited to join as were adults and parents with an interest in oversight work. A small committee of 8 members, 4 adults and 4 youth, were selected for this pilot training. The training was conducted once a month for 4 months. The first training included some get acquainted activities so that the 2 parents, 2 leaders and 4 teens could get to know each other better. Then the group participated in a lesson on the Core Values put forth in the Character Counts! model. Participants also tested their own ethical decision capability to learn what stage they personally operated.

The second session included a lesson on the Gage Your Stage program so participants could understand the levels of thinking involved in ethical decisions. This opened the door to a 'round robin' type discussion of ethical decisions and steps applied to real situations. The goal at this point was for the youth to analyze the way they made their own decisions and how to answer the basic question of 'Is it wrong' & 'Why did I do that?' We discussed and experimented with several models for making ethical decisions.

By the third session, we were moving on to discuss conflict, mediation and sanctioning. We used a three step model: 'Is it wrong?'; 'Can you prove it?'; 'Do I have the right to sanction or take action?' This was the most complicated session as youth worked through actual past situations and how they were resolved. We discussed at length why certain situations couldn't or shouldn't be acted on.

By the final session, youth and adults were asked to come with situations that they had experienced which could have been handled by an oversight committee. We then divided into groups representing each of the 'stake-holders' in the situations and acted them out. Each youth had the opportunity to serve as the complainer, the defender, and the decision-maker. In all sessions, the emphasis of the program was put on the youth experience. Adults served as mentors who backed up youth or brought things to their attention that they had missed, but adults did not take a primary role.

Stakeholder Satisfaction:

The program took the time of 1 FTE for 6 hours of teaching time and about the same amount of preparation time including designing handouts and overheads. The audience met for 1½ hours each of 4 times. The program was a combination of straight teaching, hands on activities and role-playing or debate.

Accomplishments & Impacts:

As a result of this program, we now have a committee in place to serve for oversight in the event of complaints about leader, superintendent and member actions. The decision has been made that while the event is in operation, the superintendent, educator and/or volunteers will be the final authority. After the event, however, if a sanctioned party wants to request oversight, this committee will provide it. The committee may impose binding arbitration, new sanctions, recommend rule changes, or simply uphold the sanctions put in place by the adults in charge of the initial situation.

End of program evaluations showed that the adults thought the program was an excellent way to teach youth how to make decisions as well as to understand the problems of organizing and operating competitive events. The youth found the program not just interesting but a real eye opener about the issues that surround some competitive events. They also stated that they learned a lot about being able to prove their statements rather than just spreading gossip about peers and about accountability for one's actions.

We have had some adults not on the committee but in leadership roles express concern that such a committee will undermine their efforts and authority. Since this is a pilot effort, we won't know for several months how it is going to work out. We do plan for those who were trained to assist in training others next year.

Resource Commitment:

No funding was needed for this program

Collaborators:

No outside persons have been used at this time. We do plan to use a 4-H volunteer who is also a lawyer to watch over the groups activity in the event they are called to assure their decisions are acceptable from a legal perspective.

Contact Person:

Carolyn A. Travers, Extension Educator, 4-H Youth Development; Montgomery County Maryland Cooperative Extension, University of Maryland; 18410 Muncaster Rd. Derwood, MD 20855; Phone: 301-590-2806 Fax: 301-590-2828, Email: ct18@uemail.umd.edu

New Jersey

Character Counts! Teacher Training

Situation:

Due to the increased violence in schools across America, New Jersey has mandated that character education be taught in all public schools. This is just one more item for teachers to implement in an already full and busy classroom.

Program Description:

Between April 2000 April 2001, the Somerset County 4-H Agent and Program Assistant have trained 709 teachers and teens to utilize Character Counts in their classrooms. Fifteen (15) different schools in Somerset County (a suburban/rural community) have had school-wide in-services, and at least ten (10) other districts have participated in "open" workshops at the 4-H Center. These educators have worked with over 6000 youth throughout the county. Teachers and other educators participate in either a 4-hour or 6-hour workshop. They learn the six pillars and different activities that can be easily implemented into an already busy classroom schedule. Teachers are asked to participate in follow up surveys and evaluations.

Stakeholder Satisfaction:

The teachers have been excited by the workshop and often spread the word of Character Counts, resulting in requests for 4-H to provide training to other schools.

Accomplishments and Impacts:

Positive character traits are being promoted in a local school district. These activities were described in a newsletter published by the school and sent to all residents of the township. These activities include:

- Building “pillars” of character a school. Youth are learning the value of respect, caring, trustworthiness, fairness, responsibility, and citizenship through various activities. Some activities include daily announcements, a coat drive, career day, and spirit day.
- Creating posters entitled “Doing What is Right” which are on display in the school. Fourth grade students acted out four short plays showing respect. All teachers conduct monthly activities create book lists and instructions for different student activities. Letters are sent home monthly so families can participate in Character Education activities.
- A school is calling themselves “a community of HEART... Helping Everyone Act and Respond Thoughtfully”. They publish a newsletter to parents with their calendar of Character Education Development Activities.
- Teachers are reporting students are more aware of the “vocabulary” of the pillars, resulting in more polite remarks and better interaction between youth at play times.
- Fewer disciplinary problems being observed by teachers.

Resource Commitment:

Each school was given money through the NJ State Department of Education to help implement a character education program. This money helps pay for the training.

Collaborators:

The Somerset County Youth Services Commission, several local school districts and Rutgers Cooperative Extension of Somerset County.

Contact Person:

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Other base program areas this program applies to:

Family Development & Resource Management, Leadership & Volunteer Development

Workplace Ethics

Situation:

In an effort to strengthen the young workforce, a collaborative effort was conducted with the Hunterdon County Chamber of Commerce Education Committee to identify the major problems in the young workforce. Those identified are: a lack of tolerance for and understanding of others, poor decision making skills, and a situational or poor ethics. In response and in cooperation with the Hunterdon County Chamber of Commerce Education Committee, a full-day workplace ethics training for high school students was developed and implemented to give them the skills identified as lacking.

Program Description:

In an effort to increase workplace ethics among young people in Hunterdon County, the County Chamber of Commerce Education Committee worked with local high school guidance counselors to select ten students and one or two teachers/guidance counselors from each of the county's eight high schools (including the polytech and special needs high schools) to participate in the full-day training in workplace ethics (total of 80 students, 20 teachers or counselors). The training was sponsored by local businesses and local municipal alliances, in cooperation with Rutgers Cooperative Extension and the Chamber of Commerce. The training took place at the Holiday Inn Conference Center. The first year of implementation (2000) Cooperative Extension faculty and staff from other counties served as small group activity and discussion facilitators. The second year, (2001), the Hunterdon County 4-H agent trained a team of local teachers, administrators, and counselors to serve in that capacity.

The expected outcome for the participants is the understanding and development of good workplace ethics including skills in understanding personalities, tolerance, as well as ethical decision making and good character (focusing on the Six Pillars of Character of the Josephson Institute of Ethics). The expected long-term outcome for the community is a more responsible, responsive, effective and ethical young workforce and hopefully the incorporation of workplace ethics in standard high school curriculum.

Stakeholder Satisfaction:

After the success of the initial year's program, the Chamber of Commerce Education Committee has continued to expand support, bringing more schools and collaborators into the program.

The teens were appreciative of the fact that the community cared enough about them and their success in the workplace to do the training. The teen participants said their understanding and tolerance of others had been increase significantly and that they had gained valuable skills in workplace ethics. The teacher/counselor participants requested that the training be provided each year for more students. A number of school counselors are now trying to get the training included in the standard high school curriculum for all students.

Accomplishments and Impacts:

- 80 teens and 20 teachers/counselors developed skills in understanding themselves and others, which increased their ability to tolerate and appreciate differences
- 80 teens and 20 adults gained skills in ethical decision-making.
- 80 teens and adults gained a greater understanding of good character.
- 80 teens developed more effective workplace ethics than they had prior to the training.
- 80 teens learned what is expected in the workplace.

Resource Commitment:

Value of in-kind service (typing, printing, mailing and follow up phone calls)	\$100.00
Value of use of conference facility (Holiday Inn)	\$750.00
Value of food provided by McDonalds	\$580.00
Value of trainer time (developing and implementing)	\$3500.00
Municipal Alliance Dollar Contributions	\$800.00

Collaborators:

Primary collaborators are: Rutgers Cooperative Extension of Hunterdon & Hunterdon County Chamber of Commerce, Secondary Collaborators are: McDonalds of Hunterdon, Holiday Inn of Clinton, Hunterdon County Board of Education, Hunterdon County Municipal Alliances

Contact Person:

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Other base program areas this program applies to:

Community Resource & Economic Development

New Jersey

Housing Authority Drug Elimination Program

Situation:

Minority youth living in urban low-income housing are at high risk for substance abuse. Irvington Township has over 60,000 people, 81.7% of whom are African-American. Essex County 4-H has been working with drug elimination staff and community leaders since 1993, providing after-school programming, 4-H Camp and attendance at the 4-H Fair. In 1999, the 5-year Drug Elimination Grant included funding specifically for 4-H programs.

Program Description:

During 1999-2001, minority youth in Grades K- 8, living in an urban housing project increased personal, cultural and environmental awareness by participating in the "4-H SPACES" and "NJ 4-H Science Discovery Series" the first year, and increased social skills by participating in the

"Talking with TJ" the second year. The youth will get along better with each other and will be less tempted to abuse drugs. This will improve the quality of life for the entire community. Two former 4-H Leaders serve on the Irvington Housing Authority Board of Directors. The classes met for 1.5 hours weekly from October to June in 1999-2000, and from November to April in 2000-2001. Voluntary attendance averaged seven youth for all three programs. The "4-H SPACES" was adapted from materials developed for older youth; the "Science Discovery Series" and "Talking with TJ" programs were more nearly age-appropriate in design. The wide age range allowed the children to interact like a family, with the older youth assisting the younger ones.

Stakeholder Satisfaction:

The Housing Authority demonstrated their satisfaction through renewal of funds to continue programming for the next year.

Accomplishments and Impacts:

The first year, youth completed the SPACES units, "Inner Space"(self-awareness) and "Shared Space" (global awareness). They also learned about recycling, trees, whales, water quality, and minerals from the "NJ 4-H Science Discovery Series." The second year, they learned teamwork and conflict resolution skills with the "Talking with TJ" interactive video programs.

SPACES - Youth completed a form in which they said they learned about "Different climates, the people who live there, and the food that grows there." Of those who participated in the evaluation, 75% said they learned something new, half said they planned to share what they learned and would behave differently because of what they learned.

TALKING WITH TJ

Teamwork: Youth completed a pre- and post-test. There was a small increase in "team-building" responses. The program reinforced existing social skills.

Conflict Resolution: Youth completed an evaluation form at the end of the series. They learned "to be nice to others" and that "you can work out your problems." They liked using the videos, thought the program was "all right." Seven out of nine youth learned something new, plan to use or share what they learned, and plan to change their behavior because of what they learned.

Resource Commitment:

Rutgers Cooperative Extension provided curriculum and staff direction, with expenses to be covered by the Irvington Housing Authority Drug Elimination Grant. The 5-year grant provides \$2,000 a year for 4-H programming, plus \$1,000 a year for supplies and equipment.

Collaborators:

Rutgers Cooperative Extension of Essex County, Irvington Housing Authority Drug Elimination Grant, Michigan State University, Hallmark Cards, NJ 4-H Youth Development Program

Contact Person:

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Other base programs areas this program applies to:
Natural Resources Environmental

Texas

Building Character Statewide

Situation:

In 1998, a total of 125,608 juveniles were referred to Texas juvenile probation departments by police agency referrals, social agencies, parents, schools, and the Texas Youth Commission. The number of incarcerated adults, individuals who abuse drugs, pregnant teens, and school violence issues drains precious resources from other needs.

During 1999, the Texas Agricultural Extension Service held the Texas Community Futures Forums in all 254 counties. Citizens across Texas gathered to discuss and identify key issues that needed to be resolved to improve the quality of life in their county. Youth issues were identified by 209 counties as one of their high priority concerns. These issues included character, ethics, morals, pregnancy, drug education, and job preparation. In addition, counties identified a high need for character education in families, in schools, and in the community.

The Extension Service has a long history of effective outreach programs in 4-H youth development and parenting education, and of working with coalitions of organizations to address local needs. Texans Building Character is a 2000-2002 statewide initiative of the Extension Service which will bring our educational resources to bear on this stated need of Texas communities.

Training in character development theory, program planning and resource development has been of critical importance as more than 500 Texas Cooperative Extension (TCE) agents and specialists have been trained to deliver the Texans Building Character program at the county level. Agents will form coalitions of community organizations to deliver character education to young people and adults and will train other adults to serve as teachers for a variety of community groups and organizations as well.

Texans Building Character Program goals and objectives include:

To train TAEX agents and volunteers in 209 counties to plan, deliver and evaluate character education programs through eight program models: Schools, Livestock, Workforce, Sports, Youth-at-Risk, 4-H, Organizations/Agencies and Community.

To increase skills and build strong character in children, youth, adults and families across Texas. To date, Texans Building Character programs have been delivered to: after school programs, child care providers, schools, Teen Leader retreats and labs, contests, Parent/Leader Associations,

4-H clubs, in-service for teachers/counselors, Tech Prep centers, churches and Boys and Girls Clubs.

Program Description

Texans Building Character is a character education program that develops knowledge, skills and abilities that enable the learner to make informed and responsible choices. It involves a shared educational commitment that emphasizes the responsibilities and rewards of productive living in a global and diverse society.

Accomplishments and Impact

County efforts by Extension Staff to deliver programs in character to Texans have resulted in marketing the program to a wide variety of groups, potential program recipients and collaborators such as youth at risk, Girl's Clubs, schools, churches, Family Community Education groups, parent educators, County Commissioners, Extension Program Councils, fathers, 4-H leaders and clubs as well as agencies such as the Texas Workforce Commission.

Since January 2000 county Extension professionals have trained to initiate Texans Building Character programs in their counties, as a result more than 20,000 individuals across Texas have participated in Texans Building Character programs, where they have developed their skills in caring for others, showing respect to peers and adults, taking increased responsibility for their actions, being more trustworthy, exhibiting citizenship and showing fairness in their actions.

In 2001, the Texans Building Character Response team has developed "Character Becomes You" Educational Activity Book, "Heroes for Life" partnership with Texas Extension Education Association and State Farm Insurance, Livestock Curriculum, and a State level Texans Building Character training.

Collaborators

Texas Education Agency, Texas Juvenile Probation Commission, Texas Department of Health, State Farm Insurance, Texas Association of Family and Community Education

Contact Person(s)

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Virginia

4-H/Character Counts! in the Commonwealth

Virginia 4-H has been involved with CHARACTER COUNTS! since its early inception. In October, 1994, the Collegiate 4-H Club of Virginia Tech, assisted by the Extension 4-H Specialist-Staff Development, were invited to assist with the first youth focus group in the nation using CHARACTER COUNTS! with teenage youth from the five counties/cities of Alexandria, Arlington, Fairfax, Fauquier, and Prince William. The event took place at a high school in Fairfax, with the Collegiate 4-H Club members and advisor conducting the individual pillars of character training. Special guests for the day included Michael Josephson, founder of the Josephson Institute of Ethics and CHARACTER COUNTS!, and Tom Selleck, movie star and great supporter of the program. The following Spring, 1995, six members of the Collegiate 4-H Club of Virginia Tech and advisor, Robert Ray Meadows, conducted the training program efforts with CHARACTER COUNTS! at the National Collegiate 4-H Conference on the campus of Texas A&M University for students and advisors from some 30 states.

Since that time, CHARACTER COUNTS! workshops have been conducted for Extension agents and adult/teen volunteer leaders through individual unit, district, and state staff development sessions throughout the state. In 1997, the State 4-H Congress featured training in the CHARACTER COUNTS! curriculum for 654 teen and adult delegates in attendance with Peggy Adkins, author of the curriculum, conducting the training with cooperation and assistance from members of the Collegiate 4-H Club of Virginia Tech, the State 4-H Ambassadors, and Robert Ray Meadows, Extension 4-H Specialist. A total of 74 counties and cities had teams trained in the curriculum. With the success of this training, and the great need for further extensive staff development on this topic needed, the plan was made by the Virginia 4-H Leadership and Personal Development Curriculum Committee to design a training program to assist and partner with public schools from throughout the state with CHARACTER COUNTS! The plan is as follows:

· **STATEWIDE CHARACTER COUNTS! 4-H TRAIN-THE-TRAINER EVENT.** The first statewide 3-day training was conducted in the spring of 1999 with 72 adults from throughout the state were provided intensive training with the CHARACTER COUNTS! curriculum and techniques for working with school systems, civic organizations, youth serving agencies, and others. Peggy Adkins, author of the curriculum, and Mary Jane Agular, guidance counselor with the Albuquerque, New Mexico school system (representing the first school system in the U.S. to have this program) conducted the three-day staff development event. Since that time, we have conducted an annual such training event for 72 participants each year. Thus, a total of over 200 have participated in this training program.

Justification: During the 1999 session of the Virginia General Assembly, a bill was introduced to promote character education throughout the Commonwealth of Virginia in all public schools.

This was passed by both houses of the General Assembly, but no financial support was provided to assist schools with this educational effort.

Virginia's 4-H program has been in the practice of teaching youth about character development and promoting ethical behavior throughout its 85 year existence. Indeed, character development is central to the 4-H program in the Commonwealth. Virginia's 4-H program is positioned well to serve the school system with CHARACTER COUNTS! programming efforts.

Expectations of the trainers: Once team members were selected for the training event, each member was expected to "pay back" for his/her training by assisting counties and cities within his/her district, and signed a contract to pay back a minimum of 4 trainings within the year. Additionally, a minimum of 2 persons were required to work together as trainers to pay back to other counties and cities. Lastly, each team member was expected to establish base-line data and conduct evaluations based on the training received in working with unit groups.

Benefits to the trainers: The costs for the team members selected to participate in the training event received the training at no cost other than their own transportation to and from the training event. Funding was provided by Virginia Cooperative Extension. The value of the training was established at \$200 per person. Any person failing to "pay back" within the year timeline will be billed for reimbursement for the training costs. Other benefits included:

- Training in CHARACTER COUNTS!
- CHARACTER COUNTS! Curriculum Kits
- CHARACTER COUNTS! Idea Book
- Opportunity to be a part of a team
- Satisfaction of helping youth become involved in exercising the Six Pillars of Character, thus contributing to the leadership development and skills of youth
- Opportunity to network with other volunteers throughout the state to improve the strengths of the 4-H program
- Opportunity to join the Virginia Association of Adult 4-H Leaders

Target Audience: School-age youth (elementary, middle school, and high school)

Program Impacts:

- 224 adults have successfully completed the 3-day 4-H/CHARACTER COUNTS! TRAIN-THE-TRAINER program within the last three years.
- To date, 89% of these adults have paid back their minimum of 4 training sessions with schools in their respective Extension districts.
- The wife of the Lt. Governor of Virginia, Mrs. Margaret Hager, was successfully recruited as the Honorary Chair of the 4-H/CHARACTER COUNTS! for the Commonwealth of Virginia, and is actively involved.
- Under Mrs. Hager's signature and stationery, a 4-H brochure on CHARACTER COUNTS! was sent to every superintendent of schools advocating involvement with 4-H in each respective

county and city. The brochure was designed by members of the 4-H Leadership and Personal Development Curriculum Committee.

- To date, 47 school systems throughout the state are connected with Virginia 4-H in the CHARACTER COUNTS! program.
- Some 1100 presentations on 4-H/CHARACTER COUNTS! have been conducted to school systems, civic groups, and youth organizations throughout the state.
- Summer 4-H program staff at all six of Virginia's 4-H educational centers are being provided training in the six pillars of character, thus resulting in a reduction in referral problems throughout the state.
- Baseline data has been, and continues, to be gathered for school systems in this programming effort.
- The Governor of Virginia annually invites Virginia 4-H to his Governor's Youth Conference to display programming efforts with 4-H/CHARACTER COUNTS!
- A statewide 4-H/CHARACTER COUNTS! website has been designed to better assist agents, volunteers, and trainers with the latest information on Virginia's 4-H/CHARACTER COUNTS! program.
- A total of 41,100 youth were involved in 4-H/CHARACTER COUNTS! during the 2000-2001 year.
- All 4-H summer camp staff receive training in the 4-H/CHARACTER COUNTS! program and implement this with over 16,000 participants during the summer 4-H camping season at Virginia's six 4-H educational centers.

Each district of the six in Virginia has been assigned a captain to coordinate and record all work being done by trainers within his/her district. The above mentioned impacts were gathered by the report forms submitted by team members to these captains, as well as by agents involved in this program in his/her respective county or city. Additional impacts are being gathered since follow-up evaluations are being submitted to each school system involved in the program.

Collaborative Partners:

- Virginia Cooperative Extension
- Virginia Tech State University
- Virginia State University
- Virginia Association of Adult 4-H Volunteer Leaders, Inc.
- Civic groups (Rotary, Ruritan, and other clubs)
- Lt. Governor's Office, Commonwealth of Virginia
- Virginia General Assembly
- Virginia 4-H Foundation
- 47 (of 130) Public School Systems in the Commonwealth of Virginia
- Virginia's six 4-H Educational Centers
- Virginia 4-H Leadership Council
- Virginia 4-H Educational Design Committee

· Virginia 4-H Leadership and Personal Development Curriculum Committee

Contact Person:

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General

Multi-State New England (CT, RI, MA, VT, ME)

4-H Teen Conference “Embracing New Horizons”

Program Description:

Youth participants learn and experience the importance of leadership, citizenship, and diversity issues with programs that foster the skills and confidence required of community leaders.

Stakeholder Satisfaction:

The program is designed by New England 4-H teens for New England 4-H Teens with the help of adult volunteers and New England 4-H Staff. Each state is permitted to have 4 youth on the planning committee and 10 delegates to attend the conference.

Accomplishments and Impacts:

Four-H youth involved in leadership and citizenship programs become coping, competent, caring, and contributing members of society while they learn about their region and nation. With this year’s diversity theme, participants learned about group building, communication skills, cultural diversity, sign language, substance abuse, problem solving, gay issues, Irish dancing, and self-esteem.

- I learned “how to work as a team to solve problems.”
- I learned “how acceptance can really impact a person.”
- “I think by having confidence in yourself and your abilities, you can change other peoples’ views and judgments for the better.”
- “I plan on making a difference, whether it’s standing up for someone or stopping a war.”

Resource Commitment:

Youth Planning Committee members raised money from local donors to support the conference along with State 4-H Foundation contributions.

Collaborators:

The New England 4-H Teen Leadership Program is a partnership among 4-H programs in Connecticut, Rhode Island, Massachusetts, Vermont, and Maine.

Contact Persons:

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Georgia

EduVenture

Situation:

McIntosh County, Georgia, is a small, rural, non-agricultural, non-industrialized community. The many challenges include lack of transportation, lack of finances, and single-parent homes. As a result, youth in the county have limited opportunities to “see the world.”

Program Description:

EduVenture is an educational adventure throughout the United States that is in its fifth year. EduVenture is designed to expose youth to a variety of industries, cultures, and historic sites. Each year youth are polled on possible places to visit. This poll determines the itinerary for the subsequent year. Volunteers organize and schedule the trips. Youth participating in the program complete a manual about places visited and must return to the county and share their experiences with other youth through presentations.

To assist with cost, hotels providing breakfast are used, and participants bring one snack for one day for each person. A school bus is used for transportation. Participants work throughout the year at an array of fundraisers earning money for the trips. Fundraisers are set up so that each 4-H'er and volunteer can earn money for 4-H activities. These funds are held in the 4-H'ers/volunteer 4-H account. The incentive of “the more you participate and work the more you earn” is successful. The young people become key stakeholders in the activity.

Stakeholder Satisfaction:

This program took .2 FTE faculty. Volunteers devoted more than 50 hours researching, planning, and organizing the program. The 2001 EduVenture program toured a Mule & Donkey farm in North Carolina; the world's largest arch bridge at New River Gorge, WV; Niagara Falls, NY; Coal Mines in Scranton, PA; Hershey, PA; Amish country in Lancaster, PA; and Jamestown and Williamsburg, VA.

Accomplishments and Impacts:

Through the EduVenture program 4-H'er's and volunteers have traversed from Tennessee to Wyoming and from Arizona to Texas. Destinations and miles traveled reached a landmark in 2000 when EduVenture IV traveled 5,800 miles. Over four years the program has reached 66 youth and volunteers. Each of these participants reached horizons never before dreamed of. One

volunteer was quoted as saying, "If it wasn't for my daughter's involvement in this organization, I probably would have never seen the Grand Canyon." Quotes similar to this from youth, their parents, and other volunteers are common. Youth who participate in this program are required to maintain a journal of the trip and then share that journal and experiences with youth back in the county. About 900 youth are exposed to the experiences, cultures, sites, and images of this program through the sharing process. As a result of this program, youth participation in out-of-county 4-H events has increased. Four-H'ers are taking a more active role in the decision making process of their 4-H program.

Resource Commitment:

McIntosh County Family Connections provides \$500 to offset fuel expenses. Fees are paid by participants and donors.

Collaborators:

McIntosh County Board of Education, McIntosh County Superintendent, McIntosh County Family Connections, McIntosh County Chamber of Commerce, and McIntosh County Rotary Club.

Contact Person:

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Ohio

4-H Cloverbud Program - 2001

Situation:

Families, parents, and schools lack the time and resources that children so desperately need today. Many of them are now growing up without the key ingredients for healthy development. By giving children direction and assistance early in life, they are more likely to be positive forces in the community as adolescents and adults. A 4-H youth development program called Cloverbud has been formed in Ohio to promote children's healthy development for both low- and high-risk youth. The Cloverbud Program provides an excellent opportunity for targeting young children to reach their highest potential.

Program Description:

The goal of this program is simple: to promote children's healthy development through developmentally appropriate programming. This goal gets at the fundamental focus of youth development in OSU Extension, which is to encourage children to become capable, competent, caring, and contributing citizens. The objectives are for Cloverbud youth to develop life skills of: 1) self-understanding (self-esteem), 2) social-interaction, 3) decision making, 4) learning to learn,

and 5) mastering physical skills. The audience is young children between the ages of 5 and 8 from throughout the state of Ohio.

Each county develops its own Cloverbud program using curriculum and parameters for developmentally appropriate programming backed by national research on children and adolescents (Carnegie Council on Adolescent Development, 1994; National Task Force on K-3 Programming, 1991; National Association for the Education of Young Children - Best Practices for 5 to 8 Year-Olds, 1988).

The curriculum is designed around: 1) age-appropriate, activity-based components and successful involvement, 2) a broad base of experiences and short-term activities, 3) fun, cooperative, and positive activities, 4) topics of interest to attain general life skills, 5) promoting creativity and play. Young children learn and acquire life skills through eight subject areas: citizenship/civic education, community/expressive arts, consumerism/family science, environment/earth education, healthy living, personal development, plants and animals, and science and technology. Young children meet in various settings: separate Cloverbud group, classroom-school setting, or part of an existing community-project club.

Accomplishments and Impacts:

Benefits for attaining life skills are enormous. Children possessing them are less likely later in life to have problems with drug use, school failure, delinquency, and depression (Seligman, 1995; Slavin, & Rainer, 1990; Windle, Miller-Tutzauer, & Domenico, 1992). Therefore, this program emphasizes overall well-being by empowering young children with successful learning and positive social interaction. More than 45,000 children participated in Cloverbud activities over the past year. Current evaluations are in progress and include a stakeholder evaluation of parents, Cloverbud leaders, and extension professionals.

Resource Commitment:

Extension funds and the Department of Human and Community Resource Development support a position to provide statewide leadership in pre-adolescent education and extension education. The Cloverbud program is maintained by volunteers statewide, with guidance from extension professionals (agents and program assistants) in every county.

Contact Person:

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4-H Roundup

Situation:

4-H membership in Hempstead County has been declining in recent years. The county 4-H Expansion and Review Committee expressed concern that more county youth were not involved in 4-H. We have had numerous requests for information about 4-H, but few commitments resulted from those contacts. The 4-H Roundup program was designed to give non-4-H youth an insight into what 4-H is all about in Hempstead County.

Program Description:

The Hempstead County 4-H Roundup was initiated to provide non-4-H youth an opportunity to see firsthand all the myriad activities and projects that 4-H offers youth at the county, state and national levels. The 4-H clubs in the county set up a display booth featuring activities their clubs had conducted. Club members were at their booth to answer questions about their club and its activities. The county Extension office set up a booth with photos of county and state activities where county 4-H members had participated. The program was open to all youth and their parents or guardians. The 215 guests were given souvenirs at each booth they visited. A state 4-H Program Specialist gave a short program on the state 4-H program and the District 4-H Vice-President spoke to the group on what 4-H has meant to her. A chili supper was provided to all attending.

Stakeholder Satisfaction:

The county Extension staff worked cooperatively with the county 4-H club leadership to conduct the program. The activity was planned to promote the 4-H program in the county during 4-H Month. The individual clubs prepared and presented a display of their club's activities. It also allowed county 4-H club members an opportunity to see and hear what their fellow club units were doing and to join the countywide units. The 4-H club leaders and members enjoyed the time spent in preparing their exhibit and in visiting with the guests to explain their 4-H program. Our younger 4-H members and newer volunteer leaders were impressed with all the possibilities 4-H offers county youth.

Accomplishments and Impacts:

The program was initiated with the expectation of recruiting several new 4-H members and volunteer leaders to join existing clubs, or to organize new 4-H units. We received approximately 25 requests for additional information about 4-H from youth and 7 inquiries from adult volunteers expressing a desire to learn more about becoming a volunteer leader. We did not see the immediate impact we were anticipating, but we have enrolled about 15 youth and 3 adult volunteers this Spring as a direct result of the 4-H Roundup. The 4-H State Specialist was enthusiastic about the program and pleased with our initial turnout. We received local media advertising that placed 4-H before the public.

Resource Commitment:

No external funds were generated. Funds expended for this activity came from our county 4-H Foundation which is fully funded through the Hempstead County United Way.

Collaborators:

With the exception of the county staff and the county 4-H clubs, the only outside collaborators were the Southwest District 4-H Vice-President and a state 4-H Program Specialist. The local Wendy's Restaurant gave the 4-H Foundation a special rate on the food fed at the Roundup activity.

Contact Person

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Other base program areas this program applies to

Community Resource & Economic Development

Leadership & Volunteer Development

Pennsylvania

4-H/Youth Development-Camp**Situation:**

Summer camps across the state provide youth opportunities for personal growth and development and are offered to Pennsylvania youth throughout the Commonwealth.

Program Description:

"Learn by doing" - experiential education is the basis for the 4-H Summer Camps Program. 4-H Camp provides the opportunity for youth to learn about themselves, about others, and about a variety of topics, in a safe environment.

Resident camp is a multiple-day, overnight experience. Resident camp has two main components, the development of the camper and the development of the teen counselor. The emphasis for campers is on developing social skills, a sense of responsibility, self-confidence, and self-esteem. These objectives are met through a variety of group experiences, use of challenge courses, development of friendships, group cooperation exercises/teamwork, along with traditional camping topics such as campfires, hiking, swimming, crafts, nature study, and other recreational activities.

For the large number of teens who serve as counselors for resident camp, 4-H Camp becomes a "leadership lab." These teens receive training in advance of camp to enhance their leadership and communication skills and an opportunity during camp to practice these skills by serving as a leader and mentor to the campers.

Stakeholder Satisfaction:

The two agents combined, committed 0.2 FTE to camp in FY 2001. Camp is held one week each summer. An additional three-day camp is held to train new camp counselors. Additional camp counselor training takes place on two evenings and one day prior to camp for all counselors.

Accomplishments and Impacts:

To assess the impact of camp, extension staff sought input from the campers, counselors, and the parents. When asking campers what effect camp has had on them, campers have responded, "I conquered my fear on the ropes course," and "I liked making friends because I don't have a lot." Sixty-three percent of campers surveyed at a recent camp, noted camp made them feel good about themselves, and eighty-five percent of campers were able to identify two things they learned at camp.

When asked what they got out of the camping experience, a counselor commented, "Camp has made me realize how important an individual can be, and that I can make a difference." Another counselor commented, "At the beginning I was shy, but now I feel better about talking in front of a group."

To assess long-term impact, parents were surveyed. Parents indicated that:

- 76.5 % of the youth improved social skills;
- 76.5 % of the youth improved their sense of responsibility;
- 88.5 % of the youth had improved self esteem;
- 94.5 % of the youth had increased self-confidence.

One teen summarized the camp experience best by saying, "Camp is a win-win situation. The counselors learn from the adult staff, campers learn from the counselors, and adult staff learn from the campers and counselors."

Resource Commitment:

The costs of camp are shared by the campers and the 4-H Program Development Committee in each county.

Collaborators:

Camp is a joint effort of extension staff, adult volunteers and the teen counselors.

Contact Persons:

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Healthy Lifestyle Education

Maryland

Kitchen Science – Activities Combining Food Science and Nutrition for Youth Ages 11-13

Situation:

A variety of factors that face today's youth was considered when developing and structuring the Kitchen Science after-school program. With the current rise in childhood obesity and the dramatic decrease in physical activity among middle school and high school youth, it was determined to target middle school youth in low-income areas for an educational intervention. Innovative methods to teach youth the important concepts of nutrition, health, and physical activity are necessary to help curb the alarming trends observed in youth from all different demographic groups. Providing safe and educational after-school programs helps keep youth in productive activities within their community, while relieving financial pressures from low-income families to provide aftercare for their children.

Program Description:

The program was initially designed as an after-school program at a Title 1 middle school located in the urban area of Baltimore County as part of a Team Nutrition mini-grant. The school had an enrollment of about 600 6th -8th graders who were primarily African American (98%). The Kitchen Science Club met biweekly for one school year. The intent of the program from the onset was to introduce nutrition, food safety, and food science concepts in an exciting hands-on manner. The structure, content, and design of the lessons were intended to promote scientific thinking among the youth while encouraging healthy lifestyle behaviors. The focus on science and not just nutrition was due to low science test scores on standardized tests in the state of Maryland and the desire to teach science in a stimulating manner that appealed to youth.

The after-school program had enormous success that was measured mostly by student reaction and the return rate of students enrolled in the after-school club. Primary enrollment was of youth who were not typically successful in their science classes (per self evaluation). It was believed that drawing the attention of these youth and stimulating their interest for the whole school year showed great success in creating fun, hands-on, educational activities.

After the initial success, it was decided to compile the established lessons into a Kitchen Science curriculum. The final curriculum is a Maryland Cooperative Extension curriculum that was nationally peer reviewed and professionally designed and published. The curriculum contains 15 lessons with topics such as: Dairy Delights, The Powerful Pyramid, The Power of Plants, Bacteria Beware, Eggstravaganza, Pickling to Pasteurization, and Fat Detectives. Each lesson has measurable objectives, supply lists, background information, presenter directions, youth

directions, additional activities, and student worksheets.

To date, the curriculum has been used with a variety of youth audiences in both formal and informal settings. The number of youth directly reached through the author of the curriculum is about 800. In addition, the curriculum has been taught to teachers, daycare providers, after-school program directors, summer youth program directors, EFNEP and FSNEP instructors, and extension educators in 4-H and Family and Consumer Sciences (FCS). The number of professionals reached to date with the curriculum is 500. The large number of professionals instructed on the use of this program expands the reach of the lessons to a much larger number of youth in a variety of settings. The curriculum is sold by the University of Maryland and was to be presented at two national meetings in 2001, National Extension Association of Family and Consumer Sciences and American Public Health Association.

Stakeholder Satisfaction:

Two extension educators within the state of Maryland co-authored the curriculum. The program coordinator spent about 25% of her time during the development phase and still spends about that percentage of time educating youth and promoting the program among education professionals. Extension educators in 4-H and FCS, in addition to EFNEP and FSNEP, have been trained to utilize these lessons within their communities, but figures on the number of lessons, individuals reached, and time spent have not been gathered. Baltimore County Public Schools provide ongoing training for all family studies and health middle school teachers to integrate the lessons within their classroom. Title 1 middle school teachers in Baltimore County are focusing six lessons per class per grade to specifically teach Kitchen Science as part of FSNEP. Statewide teachers have received training, but figures as to the time committed by each teacher to Kitchen Science are not gathered.

Accomplishments and Impacts:

Not all groups that have participated in the Kitchen Science program have been evaluated, but 150 youth who attended at least six sessions were evaluated using pre- and post-testing. The results showed a 44% increase in overall test scores. A 56% increase was observed in nutrition knowledge, a 32% increase in consumerism knowledge, and a 22% in food safety knowledge.

Resource Commitment:

Team Nutrition mini-grant – \$5,000*

MCE Program Enhancement grant – \$1,000

Youth EFNEP Summer Program – \$2,930*

FSNEP Summer 2000 (Summer youth programs at 21st Century Learning Centers) – \$16,282*

FSNEP 2000-01 – \$48,409.37*

MCE Youth and Families Director (printing of curriculum) – \$11,000

*Kitchen Science was only one component of grant

Collaborators:

Baltimore County Public Schools (especially 4 Title 1 middle schools)

Baltimore City 4-H – Adventures in Science Program
MCE 4-H, FCS, EFNEP, and FSNEP
21st Century Learning Centers
Baltimore County Police Athletic Leagues

Contact Person:

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Other Base Program Areas This Program Applies to:

Nutrition, Diet, & Health

Maryland

Smokeless Tobacco Education Project (STEP)

Situation:

Garrett County youth report using smokeless tobacco at rates more than three times as high as the statewide rate. Many youth are exposed to role models who use smokeless tobacco. In the 4-H community many parents, leaders, fair superintendents, and neighbors use smokeless tobacco freely in the presence of the young people.

Many occupations in the county are not compatible with regular smoking of cigarettes. Coal mining, farming, and logging work often provides a situation where smoking a cigarette is either unsafe or inconvenient. Consequently, use of smokeless tobacco is a common alternative. Unfortunately, many believe that it is a safe choice due to the fact that the lungs are not affected with the inhaled smoke. Due to the perception of safety and the cultural norm, smokeless tobacco use has historically been quite high in Garrett County. Using the latest data available from the 1998 Maryland Adolescent Survey (2000 data was not yet available at the time the grant was written), Garrett County shows undesirable results in youth use of smokeless tobacco:

Smokeless Tobacco % Reporting Use	6th graders	8th graders	10th graders	12th graders
Garrett County	6.8	9.3	8.8	18.1
Maryland	1.5	2.7	4.4	5.1

Garrett County had the highest percent of users in every age group when compared to all other counties in the survey. The primary objective of the STEP initiative is to reduce the Garrett County rate of smokeless tobacco use by youth.

Program Description:

Target audiences for the program were youth, adult volunteer club leaders, parent volunteers, and

volunteer teen leaders. Activities were conducted in three areas:

- ! “Train the Trainer” educational program for leaders. The benefit of this approach will be to develop a core group of adults with sufficient information about spit tobacco. These leaders will serve as role models who are outspoken about abstaining from the use of smokeless tobacco. Motivating these leaders to adopt an advocacy role against smokeless tobacco use will have a far-reaching impact in the rural community.
- ! Youth presentations to 4-H club members using an interactive game format.
- ! Media campaign directed at adults and youth providing a humorous counter-advertising theme regarding spit tobacco use.

A commitment of staff time was made for 3 employees: extension educator as project director, 3 hours per week (.075 FTE), administrative assistant for clerical support, 3 hours per week (.075 FTE), and a student assistant at 5 hours per week (.125 FTE). The student assistant was an important component of the plan. She was well known by most of the youth in the target audience, having had active 4-H participation in past years. She was well respected as a youth leader and mentor for the children. The youth participants interacted with her freely.

Stakeholder Satisfaction:

The Tobacco Free Coalition, with representation from many community organizations, reviewed and approved all activities and results of the STEP initiative.

Accomplishments and Impacts:

Long-term evaluation of the program will be measured by comparing the survey results from the Maryland Adolescent Survey to determine if the percentage of youth reporting smokeless tobacco use is decreasing. This evaluation will be available in 2002.

Quantitative evaluation: A total of 79 adult leaders attended the STEP volunteer leader training. Of those attending, 92% reported that they would be more likely to talk with youth acquaintances to discourage spit tobacco use. A total of 234 youth participated in the interactive game, and 92% reported that they had learned something new about smokeless tobacco; 89% reported that they would now be less likely to use tobacco products.

Qualitative evaluation: There was evidence that those reached were certainly “at risk” for smokeless tobacco use. At every gathering of youth, several admitted to tobacco use; many others discussed friends and family who use. On several occasions, adults in the audience spoke openly to the youth about their attempts to quit and their feelings of wishing they had never started using tobacco. Participants in the program offered recommendations to others to schedule a similar presentation for their club.

Resource Commitment:

External funds were received from the Maryland Department of Health and Mental Hygiene, Department of Health Promotion and Disease Prevention. The grant was funded by Tobacco

Restitution funds paid by tobacco companies to the State of Maryland. The Office of Tobacco Use Prevention and Cessation offered this special opportunity to rural counties. The Garrett County 4-H program received \$18,000 to implement the STEP initiative. The grant provided needed incentive and training materials for volunteer leader training events where participants received information regarding smokeless tobacco use along with other MCE volunteer topics.

Collaborators:

In conducting the STEP project, Garrett County Extension collaborated with the Garrett County Health Department and the local Tobacco Free Coalition. The coalition consists of membership from the school system, law enforcement, media, addictions treatment staff, and health care providers. The coalition served as an advisory group to the project. A small portion of the money was used to fund contractual services of community outreach workers from the Health Department to conduct educational sessions along with the extension staff person.

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Other Base Program Areas This Program Applies to:

Leadership & Volunteer Development; Nutrition, Diet, & Health

New Jersey

**Five-A-Day Through Theatre and Roleplay –
A Creative Arts Approach to Nutrition Education**

Situation:

While Monmouth County is generally recognized as having a high standard of living, there are serious areas of poverty within the county. This poverty has resulted in poor nutrition for residents of many communities, urban target areas being Freehold, Red Bank, Asbury Park, Neptune, Keansburg, Howell, and Long Branch. The Food Stamp Nutrition Education Project is designed to address the nutritional needs of the community through nutrition education and provision of food. Monmouth County currently does not have an EFNEP program, which makes the need for the Monmouth County Food Stamp Nutrition Education Project even more critical.

Program Description:

In order for nutrition education information to be received by the community in a manner that they can relate to and more easily apply, the 4-H agent developed “Five-A-Day Through Theatre and Roleplay,” a creative arts education approach to promoting consumption of five servings of fruits and vegetables a day. She has trained youth and adults to present educational skits and engage the audiences in interactive creative arts activities, including skits, improvisation, puppetry, music, and visual arts. The program promotes nutritional health, as well as providing an

opportunity for employment of individuals as Five-A-Day troupe members. Since 1997, more than 4,000 youth and adults have received the “Five-A-Day through Theater and Roleplay” program in a variety of settings such as schools, detention centers, camps, after-school programs, health clinics, and senior citizens centers. Five-A-Day is a regular part of the Youth Farmstand training conducted at Rutgers University; youth farmstand workers incorporate Five-A-Day information into their salesmanship of Jersey fresh produce.

Stakeholder Satisfaction:

Increasingly, community groups, professionals, and volunteers within and outside of New Jersey are requesting training, presentations, or resource material. 1) The Visiting Nurses Association of Central Jersey’s satisfaction with the program has resulted in their commitment to a year-round program correlated to their nutritionists’ follow-up with clients. 2) A local teacher, an enthusiastic consumer of the program, has now requested that her students be trained as Five-A-Day junior players to bring the Five-A-Day message throughout their school. 3) The American Cancer Society and Horizon Mercy have expressed interest in collaborating on curriculum development and training.

Accomplishments and Impacts:

1) Evaluations indicate that this theater arts approach to nutrition education has resulted in increased knowledge of the value of eating five servings of fruits and vegetables a day. For example, 90% of the younger youth understood the Five-A-Day message. There have also been changes in attitudes towards diet; for instance, 70% of the older youth audience intend to increase their fruit and vegetable consumption. Pre and post surveys of troupe members reveal an increase in their own fruit and vegetable consumption.

2) The Americorps workers of Asbury Park have requested and received training as Five-A-Day players, thus expanding program outreach to that community. Further, they have developed community reference materials to assist residents in locating food pantries and soup kitchens.

3) The Five-A-Day through Theater and Roleplay training manual was created to serve as a resource to staff and teachers interested in utilizing this educational approach. Educational activities are developmentally appropriate, include Spanish translations, and have been accepted for inclusion on the Rutgers University Nutritional Sciences website for the New Jersey Food Stamp Nutrition Education Project.

Resource Commitment:

Funding includes \$200,974 in USDA funding to initiate and develop the program, and a \$3,000 grant from the New Jersey Department of Agriculture for integrating the program into 4-H Farmers Market promotion. The County of Monmouth provides in-kind grant support in the form of personnel, transportation, and office support.

Collaborators:

Nutritional Sciences Department, Rutgers University; Visiting Nurses Association of Central Jersey; Keansburg School System; Asbury Park Youth Corps; Brookdale Community College;

Food Bank of Monmouth/Ocean Counties; N.J. Five-A-Day Coalition; Rutgers Cooperative Extension of Monmouth County, Family and Consumer Sciences and Agriculture Departments.

Contact Person:

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Other Base Program Areas This Program Applies to:

Community Resources & Economic Development; Nutrition, Diet, & Health; Workforce Preparation; Family Development & Resource Management; Agriculture

New Mexico

**“Just Be It: Healthy & Fit”
Youth Diabetes Prevention Education Curriculum**

Situation:

Rio Arriba County ranks 7th in New Mexico for prevalence of Type 2 diabetes. About 73% of the population is Hispanic; 16% is Native American, who are 3-10 times more susceptible; 11% of the population suffers from Type 2. Local health providers report increased diagnosis of Type 2 in children. Further, there is limited nutrition and physical education taking place in the public schools.

Program Description:

In this rural county, schools are reporting increased numbers of overweight children, thus concern over associated health risks. In response to the high incidence of Type 2, the Northern NM Wellness Network, a community coalition, funded and developed this culturally relevant, school-age curriculum aimed at helping kids adapt healthier lifestyles and reduce chronic illness.

Stakeholder Satisfaction:

The 4-H agent gives principal leadership to the Network and its educational activities. Agent and Network members conducted a 1-1/2 hour training on the curriculum for 1st-6th grade teachers in each of 22 schools. Training included an update on Type 2; basic child nutrition principles; conducting classroom food activities safely; review of curriculum lessons/activities. The curriculum focuses on nutrition, fitness, and consumerism and includes prepared, grade-specific, and interdisciplinary lesson plans; classroom activities; bilingual take-home activities and handouts; resource list; and school-community health-related activities.

Accomplishments and Impacts:

Free copies were given to 250 teachers. Testimonials cited knowledge gain about nutrition and diabetes, user-friendly format of the curriculum, increased appreciation of the issue, and plans for

use in class. Follow-up evaluation will take place at the end of the 2001-02 school year.

Resource Commitment:

NM Department of Health - \$2,700; McKee Foundation - \$8,500; American Diabetes Assn., NM Affiliate - \$5,000.

Collaborators:

NMSU/CES Food & Nutrition Specialist, Los Alamos Medical Center, Health Centers of NNM, Las Clinicas del Norte, Rio Arriba County Field Health Office.

Contact Person:

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Other Base Program Areas This Program Applies to:

Family Development & Resource Management; Nutrition, Diet, & Health

Arkansas

Farm Safety For Kids Day Camp

Situation:

Living in rural Arkansas, many young people are expected to work along side their parents on the family farm. Sometimes the need for extra assistance on the farm calls for youth to be assigned jobs they may not be responsibly ready to assume. Not all parents practice caution and safety around equipment and the circumstances that may occur while working. Today's youth that live in a rural community may not live on a farm per se, but work, play and live in an area where they are exposed to animals, farming equipment and their associated dangers. When safety and caution are ignored, these dangers become all too real.

Program Description:

Youth are occasionally injured or killed by ATV's, tractors and farm animals. A program that could prevent youth from being injured by training them to recognize the dangers associated with these activities was needed. The Progressive Farmer Farm Safety Program is such a program. A county faculty person attended a training sponsored by Progressive Farmer Magazine before planning the county program. Schools were surveyed to determine interest the program. Target audience was fifth grade students. The program stressed a "hands on" or a "mind blowing" activity to get the students attention, and make them realize the importance of every session. Progressive Farmer provided t-shirts and goodie bags for each participant. Businesses were contacted to donate items to put into the goodie bags and for special equipment that was needed for the day camp. Volunteers were used to help with registration, lunch and anything else that was needed. The Extension Homemakers assisted in making 'dummies' for each class to represent

a fellow student. The dummy was a part of each classroom for several days before the camp. The dummy was brought to the camp and volunteered to assist with the Power Take Off (PTO) demonstration. The dummy was caught in the PTO shaft and injured. Students saw that accidents can happen very quickly to a close friend or classmate. Over 350 students, teachers, instructors and volunteers attended the camp.

Stakeholder Satisfaction:

This is the second year for this program. People were very impressed with the organization of the program and the variety of sessions available to the students. Each school that attended the first year's camp was excited and eager to become a part of the second camp. Calls were received from people who had heard of the camp and wanted to find one in their area if one was not available in their area. Businesses were happy to furnish safety materials and items for the goodie bags. People were delighted to assist and wanted to visit the camp. News articles were published in the local paper and faculty were interviewed on a local TV and radio show.

Accomplishments and Impacts:

All participants, instructors and volunteers were given an evaluation form to be completed following the camp. Schools took this on as a class project and every student that attended filled out a form. All were very positive. Most sessions were rated as high and beneficial. Those who chose to lecture and not do a hands on activity were rated lower than those who had a hands on activity. Teachers and administrators who participated were very encouraging and want the camp presented every year for their students. As a result of lessons learned at the camp, most students chose to change the way they do things. Most evaluations reported that they wouldn't ride double on ATV's or tractors, would look for hidden hazards, would clean the yard before mowing and be careful around animals. They all learned something and took it home to share with their parents. The goodie bags also went home for parents to look through. Students were convinced to be safer, and they taught their parents to be safer.

Collaborators:

Hempstead County Cooperative Extension Service, Arkansas Game and Fish Commission, Southwest Arkansas Equipment Company, John Deere, Progressive Farmer, Arkansas Children's Hospital, Arkansas State Police, Farm Bureau, Coppertone, Hope Fire Department, Arkansas Forestry Commission, Hempstead County 4-H, Hope Police Department, MADD, FFA, FHS, SWEPCO, First Choice Medical Equipment, Pafford EMS, Parish Equipment, Arkansas Cattlemen's Association, Extension Homemakers, Double F Farms, Farm Credit Services, First National Bank, Bancorp South.

Contact Person:

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Pizza Farm

Situation:

Programs presented at the National Association of County Agricultural Agents (NACAA) national meeting in recent years piqued interest in conducting a Pizza Farm® activity for Hempstead County youth. Domino's Pizza is the national sponsor for the program, but the local Domino's franchisee had no knowledge of the program. The information collected at the NACAA meetings, coupled with information from the Internet, was used to devise our own version of the Pizza Farm®. The Pizza Farm® is an excellent way to combine health, nutrition and agriculture into an interesting program for youth.

Program Description:

The Pizza Farm® examines each component of a pizza by describing its journey from its origin to its final resting place on a pizza. The nutritional qualities of each component are examined. The final result...pizza, consumed in moderation, is a healthy and complete food. The county staff tossed around ideas regarding the program, and finally settled on twelve components of the Hempstead County Pizza Farm®. Each component was tied back to its agricultural origin to stress that all food comes from a farm. The nutritional qualities were also discussed. The 275 third grade students from William Jefferson Clinton Primary School in Hope were invited to the inaugural presentation of the Hempstead County Pizza Farm®. Twelve components were chosen because there were twelve third grade classes. The classes rotated from session to session until all had been to every station. Following the presentations, a lunch of pizza, milk and ice cream was served. Pre- and post-tests were given to each class to test their knowledge of agriculture and some basic nutrition principles. The post-tests revealed that the students were more aware of the importance of agriculture and nutrition in their daily lives.

Stakeholder Satisfaction:

Our county office has conducted many programs at the primary school, and we have a receptive faculty and administration at the school that works with us on our programs. The teachers jumped at the chance for their students to experience a new educational activity. The county Extension staff and recruited community resource people conducted each individual session for the activity. For the poultry, beef, swine and dairy products sessions, we used live animals that the students had a chance to see and touch. We made sure that the students understood that animals are produced for food and that they are given humane care throughout their lives. The program was initially conducted for only one school and one grade. In the future, we hope to expand the program to include all school districts in the county. Throughout each session conducted, nutrition information about the Food Guide Pyramid was presented to show where each individual ingredient belonged and how much of each ingredient was needed daily.

Accomplishments and Impacts:

Many of the children on the pre-test indicated their food came from the grocery store. The

post-test results indicate the students are more aware of the origin of their food and know a little more about the Food Guide Pyramid and how to use the information. The teachers and students alike were surprised to learn that pizza is a very nutritional food that is essentially complete in itself. The objective was to stress the importance of agriculture and healthy eating to everyday life through the activity. From the teacher and student comments, the objective was reached. The teachers want to conduct the Pizza Farm® activity again next year. It was surprising how many of the students who live in a rural, agriculture community had never seen a pig, a chicken or a cow up close. Several of the students were afraid of the animals at first, but soon overcame some of their fears.

Resource Commitment:

We solicited and received funds for this activity from the Hempstead County Farm Bureau (\$100); Arkansas Pork Producers Association (\$100); Farm Credit Services of Western Arkansas (\$100); First National Bank of Hope (\$100); and The Southwest Dairy Museum (\$96.75).

Collaborators:

The Pizza Farm® activity was conducted by the Hempstead County Extension staff; an Extension Service poultry specialist and a horticulture specialist from the Southwest Research and Extension Center; representatives from the Arkansas Cattlemen's Association state office; the Arkansas Forestry Commission; the Southwest Dairy Museum; Coleman Dairy; Domino's Pizza; a swine producer, a cattle producer and a herb producer from Hempstead County; and the teachers from Clinton Primary School.

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Other base program areas this program applies to:

Natural Resources Environmental Management, Nutrition, Diet and Health, Agriculture

Maryland

4-H Nutrition Education After-School Program

Program Description:

In cooperation with the YMCA, Frederick County 4-H developed a nutrition education program for youth living in public housing units in Frederick. Currently, the YMCA operates a walk-in after-school program, where children from surrounding public housing complexes are welcomed to come for help with homework, snacks, games and arts and craft activities. Participants from this program are generally between 5-12 years old, African-American and come from single-family, low-income homes, where food security is an issue. Participation in the program

fluctuates between 18-25 children per session.

The objectives of the 4-H Nutrition Education Program are to introduce youth to safe food handling practices (i.e., increase hand washing); try new or unfamiliar healthy foods; provide a healthy snack that the children help to prepare; increase consumption of calcium-rich foods; and encourage more physical activity. Youth learn about these nutrition and food safety issues through hands-on participation as well as through nutrition games and food-science experiments.

Stakeholder Satisfaction:

At present, a part-time 4-H program assistant is teaching the nutrition classes. Initially, these lessons were delivered on a weekly basis, but have increased to twice a week. All games and activities are geared to elementary-aged children; in addition, a literacy component has been added to the program, where the children are read a story that relates to each food and/or nutrition lesson. The YMCA (as well as the children) has responded very favorably to the program with requests to develop this program at other sites.

A new collaborative effort has also been forged with Big Brothers/Big Sisters of Frederick, which has also requested this program in their after-school and summer enrichment programs.

Accomplishments and Impacts:

Through teacher observation, the following outcomes have been noted: 1) Approximately 90% of the youth are practicing increased personal hygiene (hand washing) ; 2) Nearly 80% of the youth are aware of the food-safety dangers of cross contamination; 3) Approximately 75% of the youth have shown improved knowledge about healthy eating habits and knowledge of healthy food choices; and, 4) Nearly 90% of the children have shown improved skill in preparation of healthy foods through hands-on food preparation activities.

Resource Commitment:

This program is funded through the federal Food Stamp Nutrition Education Program grant for \$9,700 during 2001, with matching funds from the Frederick County Extension Office, YMCA, and Big Brothers/Big Sisters.

Collaborators:

This educational effort is the result of 4-H collaboration with the Frederick County YMCA and the Big Brothers/Big Sisters organizations.

Contact Person:

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Other base program areas this program applies to:

Nutrition, Diet and Health

Maryland

Bicycle Safety Program

Situation:

Each year in Worcester County the number of bicycle accidents involving youth increases. In order to combat this the Worcester County 4-H program along with the Worcester County Prevention Office offers a two-day in school program to teach bicycle safety.

Program Description:

The audience for the Worcester County Bicycle Safety Program was all Worcester County 4th graders enrolled in a public school. The make up of the audience was 392 4th graders from a variety of varied settings. Most of the children live in either a rural or small town setting. The expected benefits of this program are continued use of the bicycle helmets and careful operation of a bicycle.

The first day is composed of a one-hour bicycle safety lesson. During this session, the youth learn the proper hand signals, parts of the bike, the correct way to ride, and the laws regarding the operation of a bicycle. On the second day the youth demonstrate their newly found knowledge by completing a bicycle rodeo. The bicycle rodeo is comprised of five components: slow balance, fast balance, brakes test, driving test, and an intersection. Each participant is allowed to go through the rodeo a minimum of two times. Prior to the start of each rodeo, the Worcester County Prevention Office checks for proper fit of existing bicycle helmets and distributes new ones to those who do not already have a properly fitting helmet.

Stakeholder Satisfaction

The participation of the target audience was 100% for the first session. The second session participation rate was approximately 70%. Those who completed the entire two-day program were very satisfied. The 4-H Program received many compliments for contributions to the program. 4-H also received an overwhelming response in support of the distribution of the bicycle helmets.

Accomplishments and Impacts:

The Worcester County Board of Education has asked 4-H to teach the bicycle safety program for the next school year. We have noticed that each year the youth are more prepared for the first session. Often times the homeroom teachers will review the rules of the road and proper hand signals before we arrive to teach the class. This demonstrates the importance level of this program.

Resource Commitment:

The Worcester County Prevention Office received a grant from the Highway Safety Committee in order to provide bicycle helmets. The amount used for the Worcester County 4-H Bicycle Safety Program was \$3,500.

Collaborators:

The Worcester County 4-H Program collaborated with the Worcester County Prevention Office and the Worcester County Board of Education.

Contact Person:

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New Jersey

Family Camp

Situation:

Families who meet any of USDA's poverty risk factors, typically have children who are susceptible to a number of negative outcomes such as child abuse and neglect, substance abuse, crime, teenage pregnancy, violence, poor health, underachievement and various other outcomes. Family camp was specifically designed as a prevention strategy to strengthen at-risk families.

Program Description:

Participants were from NJ's identified Children Youth and Families At-Risk (CYFAR) Community Sites, all of which are urban. At-risk families face many challenges on a daily basis that impede positive communication among family members. The structure of family camp encourages families to communicate while supporting them in the process so progress in this area can be made.

Expected benefits:

1. Increase communication among family members
2. Provide opportunities for family socialization and fun
3. Identify barriers to positive communication
4. Identify values the family feels are important
5. Identify barriers to family values
6. Provide opportunities in which the family may implement values

Family camp weekend addresses twenty-two of the Search Institute's 40 Developmental Assets kids need to thrive, and three of the 15 National Drop Out Prevention Center's key prevention elements. Because the families learned positive communication skills as a family unit, the changes are longstanding despite only being an annual program. The family as a whole participated in various experiential, hands on education activities that challenge individuals to learn about each other, respect each other, and spend quality time learning together in the backdrop of a camp setting for a weekend. The vision is to build on family strengths by reinforcing the importance of the family unit and increasing positive communication among family members. Using adventure-based activities in a specific metaphorical framework, facilitators addressed difficult issues light heartedly during teachable moments when the family is not in crisis. The program

allows for cognitive restructuring and allowing opportunities to practice newly learned skills through less-structured recreational camping activities.

Stakeholder Satisfaction:

Stakeholder satisfaction is evident in that the number of families attending camp the second year tripled from the first. In addition, because the Phillipsburg Housing Authority recognizes family camp's community building attributes, they have allocated monies to send residents to the 2001 family camp.

Accomplishments and Impacts:

Warren County families reported socializing more with other attendees in their communities since camp and feeling closer to the community.

"Family Camp helped me take a different look at my son's attitude. Behavior-wise (when he acts up) there might actually be something there that I need to look for. So I am looking forward to a positive school year with him." - Mother of three.

"I got to know my son much more and I understand what he is going through." - Mother of two.
The camp weekends get better and better and I appreciate getting the opportunity to spend time with my family. - Mother of three.

Another mother reported after family camp, sibling relationships had improved between her 12 and 13 year old son and daughter due to an increase in conflict resolution skills between them. One Father had come to view his children differently, and had a new awareness that children are "real" people, with thoughts and feelings of their own. His wife agreed; the family also thought that the children had been exposed to expressing feelings, and that it would affect them positively.

Resource Commitment:

On average, family camp for one weekend experience cost \$248.00 per family of four, which includes meals, lodging, craft supplies and a percentage of costs associated with adventure facilitators and support staff. New Jersey's CYFAR project has funded family camp for the past two years. In addition, .25 FTE commitment to the project includes the planning, training, and implementing the program.

Collaborators

Partners for PRIDE Community CYFAR Coalition:

- Phillipsburg Housing Authority
- Warren County Welfare Department
- NORWESCAP
- School Based Youth Services
- Warren County Human Services Department
- Phillipsburg Employment Services
- Catholic Charities
- Phillipsburg Head Start

- Positive Futures for NJ Families State CYFAR Coalition
- Rutgers Cooperative Extension Department of Extension Specialists, Family and Consumer Sciences Department and Department of 4-H Youth Development
- F4HN/CSREES/USDA

Contact Person:

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